

ENGLISH **SECOND**
PAPER
FOR
HIGHER
SECONDARY
COURSE

CLASSES XI & XII

T.N. DE M.A
&
S. BANERJEE

3621
6.1.87
Written according to the New Revised Syllabus (1984-86)
Introduced by the West Bengal Council of Higher
Secondary Education for Classes XI & XII and
Tripura Board of S. E. (H. S. +2)

Higher Secondary English Second Paper

(FOR CLASSES XI & XII)

[Including : Paragraph-Writing—Letter-Writing—Pre'cis
—Functional Grammar & Comprehension Test]

(Joint Entrance Exam. papers 1982—1985)

By

T. N. DE, M A

Ex-Examiner, Calcutta University and Ex-Head Examiner,
the West Bengal Board of Secondary Education.

&

S. BANERJEE

Thoroughly Revised by
NARAYAN CH. SENGUPTA

M.A. (Double), B.T., D.E.L.T. (Dist) LLB.
Headmaster, Uttarpara Union High School, Uttarpara,
Hooghly.

Revised Edition—1985



S. BANERJEE & CO.
6, RAMANATH MAZUMDER ST.
CALCUTTA - 9.

BAMA PUSTAKALAYA
11-A, COLLEGE SQUARE,
CALCUTTA - 12.

S.C.E.R.T., West Bengal

Published by : Date 6-1-87

S. Banerjee Loc. No. 3629

6, Ramanath Mazumder Street

Calcutta-700009

(Copyright reserved by the Publishers)

1st Edition—1976

2nd Edition—1978

3rd Edition—1978

4th Edition—1979

5th Edition—1980

6th Edition—1980

7th Edition—1981—July

8th Edition 1982—July

Enlarged 9th Edition—1983—June

New Syllabus (1984—86)—1984—October

Revised Edition—1985, June

|| CHIEF DISTRIBUTOR ||

For North Bengal

●
Oriental Book Depot

●
Jalpaiguri

Price Rs. : 28.50

N.B. (with I.I.T. Kharagpur—English Paper—
1985—Ques—Hints on Answers)

Printed by :

Jagarani Press

40/1B, Sree Gopal Mallick Lane,
Calcutta-700012

M. B. S. Printers
67B/1, R, N. K. St.,
Calcutta-700005

HIGHER SECONDARY ENGLISH SECOND PAPER

! CATEGORIES !

1. PARAGRAPH-WRITING
2. LETTER-WRITING
3. PRECIS (Passage Containing 150-200 Words)
4. FUNCTIONAL GRAMMAR (Unseen)
5. COMPREHENSION (300 Words approx.)

● Supplementary Grammar including Group Verbs, Phrases & Idioms has been added to help the students to answer the questions on Vocabulary Test.

++ JOINT ENTRANCE EXAM.
Questions included—1982, 83, 84
(Questions on Grammar solved).

The introduction from this year (1984) of elaborate changes in the syllabus for the Higher Secondary English Second paper has necessitated the writing of a new book on the Subject in conformity with the guide-lines provided by the West Bengal Council of Higher Secondary Education. The task was none too easy because the Council indicated only the proposed changes but did not supply a suitable model which could be followed or drawn upon. It was, therefore, a challenge—a stupendous one—to all of us; but we decided to accept it. We have tried to meet the challenge squarely. The extent of our success or failure will be judged by those for whom this book is meant.

We could have marketed this book much earlier but did not because we have no faith in short-cuts. We did not just like to fill its pages with extraneous matter. We could not pass exercises in word-formation or sentence—construction as those on vocabulary test. Nor could we equate Sequence test with sequence of tenses. We treated Sequence test as a test of a pupil's understanding of the sequence of events, thoughts or ideas in a given passage for comprehension. The chapter on 'Comprehension' consumed the greater part of our time. Hence this delay in bringing out this book.

This book, as has been mentioned earlier, is almost entirely a new book except for a few relevant portions of the chapters on Functional Grammar and Letter-writing and passages for *Précis*-writing of the old book which have been retained.

A section entitled *Supplementary Grammar* (including *Group Verbs, Phrases and Idioms*) has been added to help the students to answer the questions on *Vocabulary Test*.

This difficult task of re-writing the book, in strict conformity with the new syllabus prescribed by the Council was undertaken by Sri Narayan Chandra Sengupta M.A. (Double), B.T., D.E.L.T. (Distinction), LLB, Headmaster of Uttarpara Union High School to whom our gratitude knows no bounds. We also thankfully acknowledge the invaluable services rendered by Sri Ashim Kumar Bose and Sri Dilip Ghosh, our esteemed colleagues, in the course of the publication of this book.

Our labours will be amply rewarded if this book serves the purpose for which it has been brought out.

Suggestions for the improvement of this book will be thankfully received and acknowledged.

1st October, 1984.

Publishers

ENGLISH (GROUP-B)

Paper—II

External Assessment—90

Internal Assessment—10

1. Uses English as a Library language, e. g. reads books in English on his/her own subjects, reads newspapers, journals, etc. in English.
2. Reads books in English for enjoyment.
3. Writes Standard English freely using words and structures used in the text book.
- 4.1. Pronounces the words glossed at the end of the text book with correct stress.
- 4.2. Breaks up in reading aloud, sentences in meaningful groups.

Sl. No.	Units	Weightage on categories	Weightage on question types	No. of options
Categories				
1.	Paragraph writing	16	See Note A	One topic out of 3
2.	Letter writing	12	See Note B	One Question out of 2
3.	Pre cis (Passage containing 150—200 words)	12		One Question out of 2
4.	Functional Grammar (unseen)	10	See Note D	10 items Out of 15
5.	Comprehension (300 words approx)	40	a. Multiple choice 5	one passage
			b. Vocabulary test 10	See Note C
			c. True False Qs 5	
			d. Sequence test 10	
			e. SA Qs 10	

- Notes : A. Candidates will be required to write between two and four coherent paragraphs of 150—250 words altogether.
- B. The examinees will be given to write a letter to a person/institution/organization with whom/which he has no option but to correspond in English e. g. (seeking information from a friend) a friend or neighbour who does not speak the candidate's mother-tongue, an English newspaper/journal, Government departments at the centre and in the States outside W. Bengal, officials institutions giving various kinds of information, answering an invitation, answering advertisements making or seeking redress of complaints, The question will be so framed as to enable the candidate to write an answer within a range of 150/200 words.
- C. Passages for comprehension will be unseen ; they will be taken from one of the dailies published in Calcutta or from other appropriate sources. The candidates will be required to answer the following :
- five items
 - five words
 - five items
 - five items
 - five items
- D. Questions will be set on narration changes, joinining of sentences, turning a complex into a simple sentence, a simple into a complex sentence, framing Wh questions (which, where when, how, why & who etc,), turning an affirmative into a negative without change of meaning (e.g. He is going. It is not that he is not going. He can't help going. etc.)

|| CONTENTS ||

	Pages
1. PARAGRAPH WRITING	1—44
<i>Introduction</i>	2—4
Examples : Worked out—	

1. Hobbies, 2. Your favourite hobby, 3. Newspaper reading, 4. Travelling as a part of education, 5. Leisure—its uses, 6. The value of discipline in student life. 7. Superstitions, 8. The value of time, 9. Student-life—its importance, 10. Student life—its duties and responsibilities, 11. Student and Social Science, 12. Students and Politics, 13. The School Magazine—its uses, 14. Libraries and their uses, 15. Dignity of Labour, 16. Perseverance—its uses, 17. Habits, 18. Good Manners, 19. The Value of Games and Sports, 20. Holidays and their utility, 21. The value of proverbs, 22. The use of History, 23. Health is wealth, 24. Punctuality, 25. Self-help, 26. Procrastination, 27. Tolerance, 28. The value of experience, 29. The Press : its uses and abuses, 30. A Railway Station. 31. Knowledge is Power, 32. Your idea of a gentleman, 33. Advertisement—its uses and abuses, 34. Forests—their uses, 35. National integration, 36. Energy Crisis ; 37. Population explosion ; 38. Environmental Pollution ; 39. Science in everyday life ; 40. The abuses of Science ; 41. Science and War ;

42. Is science a blessing or a curse ; 43. Man's Conquest of nature ; 44. The Conquest of Space ; 45. The Radio or Broadcasting ; 46. Television ; 47. The Cinema.

Exercises (with Hints) 44—45

1. The value of example ; 2. Electricity in the service of man ; 3. Rights and duties of a citizen ; 4. A Rainy Day ; 5. Travelling in a Crowded Bus or Train ; 6. Street beggars ; 7. Choice of companions ; 8. Vocational training ; 9. Marvels of Science ; 10. Science and civilization. 11. Your favourite author ; 12. India's national flag ; 13. A Railway Platform ; 14. Letter-writing ; 15. An Evening walk by the riverside.

Exercises (without Hints) 46—47

2. LETTER-WRITING ... 3—4

Introduction ... 3—4

Kinds of Letters ... 4—6

1. Personal, social or private letter.
2. Business letters.
3. Official or Demi-official letters.
4. Applications, petitions and memorials.

Parts of a Letter ... 7

Specimen Letters ... 7—93

Exercises ... 92—96

3. PRE'CIS WRITING ... 1—4

Unseen Passages Worked out ... 5—22

Titles ; The secret of contentment—6 ; Galilio in his time—7, The Utility of the stomach—8 ;

The Death of a Soldier—9 ; Many faces of charity—10 ; Evils of hesitancy—10 ; Education and Democracy—11 ; Achievements of Science—12, The Discovery of America and its aftermath—13 ; Cramming and its advantages—14 ; On the nature of friendship—15 ; Modern hospitals—16 ; The Nature of mother's love—17 ; The contribution of the Egyptians to civilization—18 ; Key to domestic happiness—18 ; The Utility of books—19 ; Decision and Indecision—20 ; Evils of borrowing—21 ; Capitalistic Society and the abuse of wealth—21 ; Study of history—22.

PASSAGE For PRACTICE 22—40

4. FUNCTIONAL GRAMMAR ... 1—48

Transformation of Sentences

(A) Direct and Indirect Narration (Speech) ... 2

Rules for conversion of Direct into

Indirect Speech ... 2

General Rules :

(i) Tenses—Exercise ... 4—5

(ii) Pronouns—Exercise ... 5—6

(iii) Some Adjectives and Adverbs of time and place—Exercise ... 6—7

Special Rules :

(i) Assertive Sentences—Exercise ... 7—8

(ii) Interrogative Sentences—Exercise ... 9—10

(iii) Imperative Sentences—Exercise ... 10—11

(iv) Optative Sentences—Exercise ... 11—12

(v) Exclamatory Sentences—Exercise ... 11—13

Hints on the conversion of a passage from

Direct into Indirect speech ... 13—19

Conversion of Indirect speech into

Direct—Exercise ... 19—20

Joining of Sentences (Synthesis) ... 21—25

[Chapters] :

I. (i)	Combination of two simple sentences into one simple Sentence—Exercise	
(ii)	Combinations of two simple sentences into a complex sentence—Exercise	
(iii)	Combination of two simple sentences into a compound sentence—Exercise.	
II.	Combination of more than two Simple Sentences into a Single Simple Sentence—Exercise	26—29
III.	Combination of more than two Simple Sentences into a Single Complex Sentence—Exercise	29—33
IV.	Combination of more than two Simple Sentences into a single compound sentence—Exercise	34—35
	Conversion of simple sentences to complex Sentences :	36—39
	(a) Noun clause—Exercise ; (b) Adjective clause—Exercise ; (c) Adverbial clause—Exercise.	
	Conversion of complex sentences to simple Sentences :	40—43
	(a) Noun clause—Exercise ; (b) Adjective clause—Exercise ; (c) Adverbial clause—Exercise	
	Turning an Affirmative Sentence into a Negative one—Exercise.	43—45
	Framing 'Wh' questions—Exercise	45—48
	GROUP VERBS	1—16
	PHRASES & IDIOMS	1—32
5. COMPREHENSION		1—156
	Worked out	1—137
	Exercise	137—156
	Joint Entrance Examinations : 1982, '83, '84	
	(Questions on Grammar Solved)	1—28

PARAGRAPH-
WRITING

PARAGRAPH WRITING

Introduction

According to Alexander Bain, the eminent rhetorician, "The division of discourse next above the sentence is the Paragraph. It is a collection, or series, of sentences, with unity of purpose—an orderly collection, a natural sequence. In other words, "a paragraph is a group of sentences in an essay, a story, a letter or any composition in prose dealing with *one aspect of the main topic*. The paragraphs may vary in length but they must all contribute to the development of the main thought. Each paragraph is related to one idea only ; sentences should not be included if they do not contribute to the idea.

A paragraph has a separate entity of its own, and thus the first word should be indented. (i.e., placed an inch or so to the right of the left hand margin). Each paragraph must start on a fresh line.

The main idea should be stated in a sentence called the *topic sentence*. This may be the first sentence of a paragraph, the remainder of the paragraph explaining it or supporting it. *Another method* is to leave the topic sentence until the last sentence, the preceding part of the paragraph gradually leading upto the expression of this idea. The topic sentence may also appear in the middle of the paragraph. Sometimes the chief idea of a paragraph is not openly expressed in a sentence, but is made perfectly clear by the supporting ideas and facts in the paragraph. In all cases, it should be possible to reduce the gist of the paragraph into one sentence ; when the reader cannot do this, the paragraph may be vague and woolly.

Most paragraphs can be classified according to the position of the *topic sentence* :

A loose paragraph is one in which the *topic sentence* is the *first sentence* ; a *periodic* is one in which the *topic sentence* is the *last sentence* ; and a *mixed paragraph* has the *topic sentence* in the *middle*.

(Adapted from Heaton & Stocks)

Principles underlying the composition of a paragraph :

Clarity : The first and most important principle to be observed in composing a paragraph is that of *clarity*. *Each sentence deals with one thought ; so does a paragraph ; it deals with one and only one topic or idea.*

Order : The second principle of paragraph construction is *order*—that is, *logical sequence of thought or development of the subject*. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance.

Variety : *Variety* is the third principle of paragraph-writing ; this means that in order to avoid monotony, the paragraphs of a composition should be of different lengths and not always of the same sentence pattern.

To sum up—The essentials of good paragraph construction are :—(a) clarity (b) a good topical sentence (c) logical sequence of thought (d) variety and (e) a full and rounded final sentence in conclusion.

Paragraph-writing under the revised syllabus.

The candidates offering English (Group-B) under the revised syllabus introduced from 1984 will be required to write *between two and four coherent paragraphs* of 150—250 words altogether. It is, however, doubtful if a piece of composition consisting of *more than one and less than five coherent paragraphs* can be called by any definition, paragraph-writing. Properly speaking, what is asked for is a short essay. The examinees are, therefore, advised to follow the rules of paragraph construction while composing the paragraphs on a given subject.

Examples : Worked Out

1. Hobbies

A hobby, according to the Concise Oxford Dictionary, is a favourite subject or occupation which is not one's main busi-

ness. Thus a hobby is any interesting pursuit which a man takes up in his leisure hours for his own amusement or pleasure. It is, however, not his main business. One man's hobby may be another man's business. For example, a professional photographer may have gardening or angling as his hobby or a professional businessman may go in for photography as a recreation.

Hobbies are of different kinds and different persons have different hobbies. Some take to philately i. e., collection of stamps ; some others collect coins of historical importance. Gardening is another hobby which interests many people ; angling and painting are some other hobbies which delight many people.

Different hobbies develop different qualities. Collection of stamps or coins develops a man's sense of history and geography and gives him an idea of the artistic tastes of the peoples and the ages they belong to. Gardening and painting develop a sense for beauty and joy in nature and angling teaches us patience and silence.

But whatever the hobby, it has its uses. Its greatest importance lies in the fact that it gives zest to life and rejuvenates it. The work we do for a living or for gain is like a task imposed ; we have to do it whether we like it or not. But with a hobby it is entirely different. A person chooses his hobby according to his liking. So it gives him real pleasure and amusement. Besides, a hobby prevents a man from idling away his leisure hours. So every person should take up a hobby.

2. Your favourite hobby.

Man must work to earn a living but he cannot work all the time ; he must have a change and a hobby provides this. It is also a pursuit, not for any gain but for the sake of pleasure. It relieves the mind and shakes off the monotony of our mundane existence.

Men differ in their tastes ; so do their hobbies. Philately, photography, painting, gardening, angling, pen-friendship, collection of old coins of historical importance and curious things are some of the hobbies men generally prefer. Great men also take to hobbies. Churchill took up painting as a hobby while Einstein delighted in playing the violin. But I am no great man and my hobby too is a simple one. After the day's toil at home and at school, I feel dull and tired. So I need a hobby which helps mental relaxation. I have, therefore, taken up gardening as my hobby and this gives me such pleasure as no other hobby can possibly do. I am not a trained and professional gardener but I have picked up some knowledge from books and from the people who know about it. After school hours I spend an hour or two in the garden at the back of my house, turning the earth with my spade, sowing seeds and planting seedlings of flowers, fruits and vegetables. I water them regularly. I have thus made a garden of my own and I am very fond of it. It is indeed a very lovely thing.

Gardening is a source of pleasure and also of profit. When the flowers bloom, the trees are laden with fruits and the garden smiles with its rich vegetation, my heart leaps up with joy. The sweet fragrance of the flowers in bloom fills my heart with delight.

I have taken to gardening for more reasons than one. It is an art and also a source of pleasure and profit. It involves physical labour and helps the growth of my body and mind. It relieves me of the tedious monotony of mundane life. It also makes me feel that I am a creator of beautiful things—and I am filled with a sense of fulfilment.

3. Newspaper-reading.

Man's curiosity is unbounded. He cannot rest till he knows what is happening around him in the wide world. The newspaper is the best medium available to him to satisfy his curiosity. This is why newspapers are so important in modern life.

The primary object of a newspaper is to supply news. It provides a summary of current news and caters for a wide range of tastes. Political and financial news occupy the bulk of the space because they concern a large majority of people. News about literary and scientific matters, games and sports, the stage and screen, the stock market etc. also figure in the paper. Equally important are the views expressed by the newspaper. Its editorial comments and letter columns bring into focus different aspects of various issues. In this way it helps in the growth of public opinion and keeps the government in eternal alertness.

The newspaper has also a great educative value. It helps us to keep abreast of the current events all over the world and tells us of the various discoveries and inventions in various branches of knowledge. It also makes us familiar with the views of great thinkers on questions of public interest.

But unfortunately, most newspapers have now become partisan and so the people are liable to be misguided and misled by one-sided, partial news and views given currency by them. We should, therefore, be careful and cautious about them and rely on our own judgement for the formation of our views on a given subject.

4. Travelling as a part of education

Sindbad, the sailor of the Arabian Nights fame represents the eternal wanderer that a man is. The love of travelling is inherent in him and the history of man from the primitive age to the modern age bears this out. In the primitive ages men travelled from place to place in search of new pastures and later on for adventures. In modern times, they travel for various purposes. Curiosity to see the unseen and to know the unknown leads men to travel from place to place.

Travelling, a very difficult and risky affair a few centuries ago, has become easier and more comfortable with the progress of science and consequent invention of locomotives, steamships and aeroplanes.

Travelling is now considered an essential part of education. The education we receive in schools and colleges is bookish and theoretical. But travelling gives us first hand knowledge of things taught and thus completes our education. Lessons of history and geography become alive if we visit the places read about. Moreover, travelling amidst the wild beauty of nature, the majesty and grandeur of the mountains, the meandering courses of streams and rivers and the vast expanse of the sea is immensely rewarding as this provides a change in environment—an escape from the monotony of mundane life. Again, travelling broadens our sympathies and expands our intellectual outlook. It fosters an intimate acquaintance with the different peoples of the world and helps in the removal of our prejudices against them. Travelling always pays.

In western countries travelling is considered an essential part of education. It is a good sign that our schools, colleges and universities have started encouraging educational tours.

5. Leisure—its uses.

Work is as important in life as leisure is. They are complementary to each other. In fact, work must alternate with leisure for that makes for efficiency and better results.

Leisure is neither idleness nor love of ease, it is not neglect of work either. It is respite from work—the time of rest between periods of work. Constant work makes the nerves of a man weak, his energy flags, he feels tried and bored. A time comes when he does not feel like working at all. He needs rest for some time. After some leisure he is able to do his work again with renewed energy. Therein lies the importance of leisure. It gives freshness to our minds and recreates our energies. It enlivens our spirits and makes us fit for more serious work. It also removes the dullness and monotony of life.

But we should know how to use ours leisure. It should not be allowed to degenerate into idleness for it tends to corrupt a man. If leisure is wisely planned, it can do a world of good to us. It can be used in various ways but it is wise to use it in

such a way as to get real benefit and lasting enjoyment from it. Leisure should be used for recreation, that is re-creation.

We should remember that a change of occupation often means rest and the best way of using our leisure is to find something definite to do that interests us and that is quite different from our regular work. It is true that the question of taking up a good hobby comes in for it gives us something different and interesting to do in our leisure time. Leisure adds zest to life and without it,

‘A poor life this if, full of care,
We have no time to stand and stare.

6. The value of discipline in student life.

A man is a social being. So he cannot act according to his will. He has to limit his desires and actions in obedience to certain rules and laws prescribed or accepted by the society he lives in. This obedience is called discipline. This implies submission to orders or to rules. It is essential in every walk of life. Lack of discipline harms both man and society.

Discipline being what it is, must be enforced early in life. Discipline at home makes for the future greatness of a boy. It forms his character and makes him a fit citizen. Student-life is seed-time of life. During this most impressionable period of life a student should learn to observe the rules of discipline as he should try to acquire other good virtues. He should remember that one who wants to command must first learn to obey. A student who is not well disciplined in his school or college years is not expected to be a good citizen in future and can hardly succeed in life.

We cannot expect that an educational institution will run successfully if its students are not disciplined. A teacher cannot teach with success in an undisciplined institution and the students suffer in the long run. Even in the play-ground, indiscipline amongst students mars the game and the essential spirit of sportsmanship becomes the first casualty. A holiday

from discipline during the impressionable period of life of a man may, in the long run, turn out to be unholy and even disastrous.

As it stands now, discipline appears to be a thing of the past—an attribute of a world that is lost. It has become fashionable with some students to indulge in acts of indiscipline. But a day will come when they will no longer be young and the succeeding generation will pay them back in their own coins and that too with a compound interest. That day is not far off.

7. Superstitions

To quote Burke, 'Superstition is the religion of feeble minds.' It is born of ignorance. It is an unreasonable belief in supernatural agencies, omens oracles etc. as they cannot be explained or interpreted easily. Superstitious beliefs owe their origin to some chance happening of some events or coincidence accompanied with happy or unfortunate results. Superstitious beliefs and practices are prevalent among people all over the world, especially among those who are not civilized. Lives and religious beliefs of the primitive peoples were largely shaped or moulded by superstitious beliefs. Common natural phenomena were looked upon as the manifestation of the activities of some capricious or evil spirits.

Superstition has been a tremendously powerful hindrance to the progress of human civilization. It subjected the human mind to abject slavery, fear and meaningless ritual. But the advancement of science has to a large extent dispelled the darkness of superstitious fear. Thunderstorm, lightnings, eclipses, earthquakes, floods etc. are no longer unexplainable phenomena. But habits of thoughts die hard, so do superstitions. Even now there are people in the world who are superstitious in some way or other in spite of their modern scientific education. Some people will not sit down thirteen at a table, others will not light three cigarettes from one match or do not like to start anything important on a Friday or refuse to walk under a ladder. Many people buy charms and talismans because they think they will bring them luck.

Superstition is a great hindrance to progress. It deprives a man of his power of reasoning. We should, therefore, give up all superstitious beliefs and practices. And it is the spread of education alone that can enable us to get rid of superstition—"the religion of feeble minds" as Burke aptly calls it.

8. The Value of time

The value of time can hardly be over-estimated. It is, in a sense, invaluable. Lost wealth and lost health may perhaps be regained but time lost is lost for ever.

"Time and tide wait for no man". They may be turned to one's advantage when they come, but once they pass by, they cannot be brought back. So it is a folly to idle away our time and miss our opportunities in life for we may never find them again. Time is always in a flux ; it will not stand still and wait until we make up our minds ; it is ever flowing on and every moment, the present is becoming past ; and the past is past and it can never be recalled. So "to catch time by the forelock" is a piece of sound advice : wise men follow this advice and do not let slip an opportunity that they come by to turn it to some good use. They do a thing at the right moment and do not sleep over it. They know that 'a stitch in time saves nine'. They also know that "procrastination is the thief of time". Time spent in idle gossip, in speaking ill of others or other ungainful activities does not help us in the long run.

It is well to remember this when we are young for youth is full of opportunities and it lasts but for a short time. We should make proper use of time for it is the secret of success in life. History tells us that "Men who have left their foot prints on the sands of time" were all men who made proper use of time and this explains why they were what they were.

9. Student-life—its importance

Student-life, it is rightly said, is the seed-time of life. We reap in later years what we sow at this time. Proper utiliza-

tion of this period of a man's life makes for his future success and its misuse results in disastrous failure.

Student-life is the time when we should cultivate good habits and avoid bad ones. A man, after all, is a bundle of habits and, in fact, is a slave to them. If we have any virtues in us, they are the result of the habits we formed in our early years. We are what we had been in youth. We should, therefore, be particularly careful not to form bad habits.

There are certain good habits which students should cultivate. They should be obedient to their elders and teachers for they are the only persons who can guide them in the right direction. The choice of company is also of great importance in our formative years. A man is known by the company he keeps and his companions may make or mar his career. Discipline should be the guiding spirit in the life of a student for without this virtue success in life will be a far cry. Diligence is another great virtue which a student should cultivate. However talented a man may be, he can make little headway in life without diligence.

Thus, we should all form good habits and avoid bad ones, when we are still students. We should remember that new habits are easily formed but it is very hard to give up old ones ; in fact, habits die hard. So we should be very careful, about the formation of habits in student-life.

10. Student-life—its duties and responsibilities

It is generally admitted that student life is the best and the happiest part of a man's life. Life then is free from the worries of life. It also marks a very important stage in the life of a man. It is the seed-time of life. He reaps in later years what he sows at this time. Proper utilization of this period of a man's life makes for his future success and its misuse results in disastrous failure.

It is often thought that student-life is a carefree life involving neither duties nor responsibilities to any one. But it is not

really so. A student has many duties to perform to himself, to others around him and to the society at large. The first and foremost of a student's duty is his duty to himself. A student as he is, he should study hard and prepare himself for future life. Discipline and diligence are the virtues which will help him in achieving success in life. He should build his health and keep himself fit through regular physical exercise. He should cultivate some other useful virtues viz., honesty, truthfulness, loyalty, obedience and fellow-feeling. Above all, he should build up his character which is the crown and glory of life.

Besides these duties to himself, a student has other duties as well—duties to his family, duties to the society he belongs to and duties to his country. He should never try to avoid these duties for that tantamounts to escape life and all that it means.

And it is in the performance of his duties and responsibilities to himself, to his family, to the society he belongs to, to the country that claims him and, above all, to the world of which he is a citizen that a man's very existence or the rationale for it is vindicated.

11. Students and Social Service

No one will perhaps dispute the contention that students should devote themselves primarily to their studies. But study of books alone is not enough. The modern concept of education regards student-life as a kind of apprenticeship of life itself. It is, therefore, essential that a student does not remain away from the main-stream of human life taken as a whole.

A social being as he is, a man has his responsibilities towards the society he belongs to. The work done for the welfare of the society is called social service for which there is ample scope in our country. The society we live in is in the grip of poverty, ignorance superstition and various painful

social customs. Their eradication, which is over-due, is an onerous duty. This duty must be performed by those who can. It is here that the students come in. They have idealism, energy and time, the three things essential for the performance of this duty. The vast majority of our people are illiterate. Students may run night schools and adult-education centres and take part in the drive against illiteracy. They may educate the rural and backward people in the methods of hygiene and sanitation with the aid of magic lanterns and slides. When epidemic diseases break out they may nurse the sick and in time of a flood or after an earthquake they may serve the suffering humanity. During long vacations they may go to the village to build roads, dig wells and clear jungles.

Social service helps not only the country but also the students themselves. While serving the society they come in contact with life as it really is and learn about the problems of the country and the people at first hand. Thus Social Service completes their education. A student is a future citizen and student-life is a preparation for shouldering responsibility for the country's welfare.

Social Service helps a student to gain experience, strength and self-confidence. It thus makes him fit for facing the greater issues of life. It is for this reason that training of students in social service forms a vital part of our education today.

12. Students and Politics

Opinions are divided as to the advisability of the students taking part in politics. Some people are in favour of students' participation in politics and some are against it. Neither group is, however, wholly right. Politics is "the science of ordered progress of society along the lines of the greater usefulness and convenience to itself." Therefore, any person who is interested in the progress and well-being of his society cannot keep himself aloof from politics. The students who represent the

most idealistic section of a nation's youth find themselves easily drawn to politics. Youth is easily attracted by ideas of progress and liberation.

Again, the main duty of a student is to acquire knowledge and to prepare himself to face the problems of life. As a member of the community and a future citizen it is his duty to acquaint himself with the political and other related problems of his country and discuss them with other knowledgeable persons. It provides a good training to him. So in a democratic country a student cannot be expected to keep aloof from politics altogether.

How can, then, these two apparently contradicting views be reconciled? The answer may not be easy but a possible solution may be in admitting that students should take part in politics on a purely academic plane, that is, they should debate about political issues and problems without vitiating the atmosphere of the educational institutions. This should help them in the proper appraisal of situations as they develop without involving them individually in active politics till the completion of their academic education. Till then, they should study and study hard in order to arm themselves with knowledge and they should debate about issues that trouble their time in order to train themselves for a political career if that is opted for. "Reading maketh a full man" and "conference a ready man."

13. The School Magazine—its uses.

The School magazine, as the title suggests, is a special type of magazine; it is an organ of the students of a school. It can be distinguished from a popular or learned journal for it is not published for profit. It is a class by itself; it is not meant for sale in the market.

The school magazine is generally brought out once a year. It is managed by a magazine Sub-committee manned by active teachers and enthusiastic students. As a general practice, it is

edited by a senior student ably guided by a teacher-in-charge. The students and teachers of the school write for it.

The contents of every school magazine include reports on the achievements of the school in different fields of academic and extra-academic activities. Thus there are writings of various types : poems, essays, stories, sketches, tit-bits of humour, puzzles, quizzes, accounts of travels, and book reviews. Sometimes photographs and paintings add to its beauty. In a way, the School magazine presents the artistic and cultural activities of the students.

The School magazine has its uses. It increases the general awareness of the students. It promotes their understanding, their habit of reflection and their faculty of imagination. Indeed, it provides training for future writers and editors. Moreover, it serves as a useful link between the present students and the old students. To sum up, the School magazine has its uses.

14. Libraries and their uses.

A library is a collection of books and books contain knowledge. So a library is a store-house of knowledge. Man's thirst for knowledge is insatiable. The more he knows, the more he wants to know. But very few men can buy all the books they like to read. The purpose of those who cannot is served by a library.

Libraries are of two kinds—private and public. Rich men, authors, scholars and journalists have their own libraries meant exclusively for their personal use and outsiders have no access there. Public libraries, on the other hand, are established by the state, municipal bodies, cultural societies or social workers interested in the dissemination of knowledge. Some of the best known libraries in the world which deserve special mention are the British Museum (London), the Bibliotheque Nationale (Paris), the Central Library (Moscow), the Vatican Library (Rome) and the National Library (Calcutta).

Libraries render invaluable service in many ways. They

are one of the best means for the expansion of knowledge, the spread of civilization and the uplift of the human race. They are an integral part of culture. They help research-workers, teachers and students. They satisfy our thirst for knowledge. They are a boon to the poor and middle-class people. They create in the readers a habit of reading and make them lovers of books.

The value of a library, however, depends on the quality of both the librarian and the books kept in it. Mere number does not make a good library. A well-read librarian who is ready to help the readers with good sufferance can create a taste for reading books by making a judicious choice of books for different classes of readers ; he can even change the taste of the readers which is a great thing.

15. Dignity of labour

“Man must earn his bread by the sweat of his brow.” Labour is, therefore, an integral part of the work-a-day world and without it, nothing can be achieved. Indolence leads us no where. Human civilization itself is the result of toils of millions of years.

Labour is of two kinds, manual and mental. When we work with our own hands, what we do is manual labour ; but when we read a book or write something or do some intellectual exercise, we indulge in mental labour. But whether it is manual or mental, no labour is mean or low. It has a dignity of its own. In fact, all work is noble ; indolence is ignoble.

“All work ranks the same with God.” A cultivator is as essential to the society as a law giver or a teacher is ; he supplies us with food without which we cannot live. We cannot look down upon any one because of his humble occupation. Rather we should treat all with consideration so long as they do not adopt dishonest means to earn their livelihood. The only things we should be ashamed of are “idleness” and trying to live “by one’s wits” without labour. “Work is worship” and “to work is to pray”, we should all remember.

Paragraph (H.S)—2

Labour, whether it is manual or mental, is always dignified. There is no disgrace in doing one's own work. Besides, manual work develops in us a spirit of industry, self-help and courage. So we should never hate manual labour.

16. Perseverance—its uses.

To persevere is to go on with a work steadily until it is finished ; and perseverance is continued application to a work once begun until success is attained. It is one of the great secrets of success in life. Men who are disheartened by initial failures cannot succeed in the world. They should bear in mind that failures are the "stepping-stones to success." Success is scarcely available without perseverance.

Perseverance is a great virtue which is worthy of cultivation for success in the world. No great work can be done without it. Even a poor man can rise to power and fame by dint of perseverance. It teaches us how to fight with or against poverty and face the difficulties of life bravely. It thus develops our character and strengthens our willforce.

Lives of great men teach us that they owed their success to perseverance. The story of king Robert Bruce of Scotland and the spider is an illustration of what perseverance can do. Napoleon Bonaparte, Abraham Lincoln, Rana Pratap, Sivaji, Pandit Iswarchandra Vidyasagar and many other heroes of history rose to eminence from a humble position. This they owed to their dogged perseverance. Perseverance is also at the root of all discoveries and inventions.

Examples of these great men teach us not to lose heart in the face of repeated failures. We should remember that apparent failure is often a step towards success. Experience gained through failures paves the way to success. Perseverance always pays—it never fails.

17. Habits

A man's life, it is said, is a bundle of habits. A man is generally known by his habits. A good man is good because he

has acquired some good habits and a bad man is bad because the habits he has developed are bad. So habits differentiate a good man from a bad. A good man is truthful and straightforward ; he is obliging to fellow-men but a bad man is just the opposite ; he lies even when it can be avoided ; he cheats people even when it is unnecessary ; he behaves rudely with others or speaks ill of others. In other words, he is a man who thinks only of his own interests.

Habit is very often called second nature but it is in fact stronger than nature. Habits determine the character and personality of a man. They are easily formed but they can be given up only with great difficulty ; in fact habits die hard.

Habits are formed by repetition. So when we do something wrong, we should take care not to repeat it. It is in this way that we can prevent a bad habit from taking root, for, as it has already been said, habit is second nature.

The aim of education is to form good habits and to correct bad ones. We should bear in mind that formation of habits, is a slow and imperceptible process. Bad habits are dangerous and one does not generally realize the nature and extent of the damage they involve and when one does it is too late. It is, therefore, the guardians and teachers to watch carefully what habits are being acquired by the boys and girls under their care and guide them wisely.

18. Good Manners

When in the fourteenth century William of Wyketam, Bishop of Winchester said "Manners maketh man", the word manners had a connotation quite different from that it has at present. Originally the word was used to mean 'good conduct' or morality ; but with the change in its connotation the word 'manners' means 'outward behaviour'. A man who knows and observes the etiquette of good society and behaves politely is said to possess 'good manners'. On the other hand, one who is rude and rough in his behaviour is said to have bad manners. Learning good manners is a part of the discipline through which a man to

be worthy of his name must pass. In fact, it is only by submission to discipline that 'good manners' may be acquired.

The standards of 'good manners' differ from country to country as do social customs. But the principle underlying them is everywhere the same. The principle is that in our dealings with our neighbours, acquaintances, friends, relatives and superiors we must give everyone his due share of respect ; in short, there should be much propriety in our behaviour and conduct. Modesty and civility constitute an essential aspect of good manners as does the observance of strict propriety in our conversation and appearance.

Good manners are like a code of laws to be learnt from a book. In order to be perfect in them, one must live from infancy in an atmosphere that helps good breeding. It is here that the responsibility of parents comes in ; they must observe good manners for children for they instinctively imitate all that they do.

Some people view good manners as only outward manifestation meaning thereby that sincerity or insincerity in such matters is irrelevant. But this view makes a virtue of expediency which is hardly commendable. Good manners are a part of our personality ; in fact, 'they maketh a man'. They give colour to our life ; they cost us nothing but may win almost everything. The cultivation of good manners is, therefore, of utmost importance to members constituting human society.

19. The value of games and sports.

There is a Latin proverb which rightly says that 'a sound mind can reside only in a sound body'. The development of both body and mind must go hand in hand. A bookworm may happen to fare well in his examinations but when he enters upon life, he may find his health shattered, his interest in life lost and his intellect crippled. So balance between physical and intellectual development is essential for a happy and successful life. Games and sports have a very important role to play in this respect. Regular participation in them can



make us physically fit and mentally strong. There is such a close connection between our body and mind that we cannot have a sound mind without a sound body.

Games and sports have great effect on our body and mind. They improve our health and strengthen our body. They have great influence on our character formation. They teach us the value of discipline and team-spirit. They train the mind and mould the character. Besides discipline, punctuality, presence of mind, courage, obedience, fairness, alertness are the qualities that can be learnt from playing games in the right spirit. Above all, games and sports help the growth of sportsman-like spirit and we learn to be fair to our opponents, take defeats without ill-feeling. Thus in the formation of character, the playground is no less important than the class-room. Time spent in the school playground does not go in vain. The Duke of Wellington was perfectly right when he said that the battle of Waterloo was won on the playfield of Eton.

20. Holidays and their utility

A holiday originally meant a holy or a sacred day on which religious rites were performed. But at present it means an off-day—a day meant for rest and recreation, for, in the course of our rest we create something new. After a holiday we go back to our work with fresh energy and renewed vigour.

Holidays are necessary for all, especially for those who are engaged in mental work. "All work and no play makes Jack a dull boy." Continuous work tells upon health. Men need rest after work. Holidays serve this purpose.

The holiday spirit is a spirit of joy. It releases a sense of freedom—freedom from the set rules of institutional discipline. We are happy because we are on our own. This however, does not mean that we should spend our holidays in sheer laziness. We should try to make the best use of our holidays.

The utility of holidays depend on how we make use of them, for, holidays may be abused. If holidays are spent in stupid

idleness or in an exhausting round of exciting amusements; it will do more harm than good to us. We can utilize our holidays in a number of ways. We may pursue a hobby or go on a travel. We may study something new, a new art or a new language or we may do a little social work. Anyway we must not while away our holidays in meaningless follies and frivolities as some of us are prone to do. Mere idling away our time does us no good. Holidays have a special charm of their own. They refresh our minds, add to our joy and greatly increase our capacity for work. They are of great use if only we can make use of them.

21. The value of Proverbs

Proverbs are short, pithy sayings in general use ; they are brief and popular and contain words of advice or warning. They are based on the experience of ages. Being short and striking, they are easily remembered. They enshrine "the wisdom of many and the wit of one." Anonymity characterises most of them ; many of them are very old and have been handed down by word of mouth from one generation to another.

Proverbs occur in every form of language and in every time. Sometimes they are universally applicable and sometimes not. Poets, philosophers and writers take delight in making frequent use of them. It was perhaps Aristotle who was the first man to make a collection of proverbs . Shakespeare, the great eclectic made use of them in the titles of some of his famous plays, for example, *Measure for Measure*, *All's Well that Ends Well*. Nearer home, Michael Madhusudan Dutt used popular Bengali proverbs for the titles of some of his well-known plays.

Proverbs are noted for their terseness ; they express a lot of meaning in a very few words. They are witty too for brevity is the soul of wit. 'Forewarned is forearmed', 'All's well that ends well', 'Look before you leap', 'Barking dogs seldom bite' are some of the pithy sayings noted for their terseness. 'All that glitters is not gold', 'Appearances are deceitful', 'Out of sight, out of mind,' 'Absence makes the heart grow fonder,' 'It is never

too late to learn', 'Pride goeth before fall' and 'It takes two to make a quarrel' are some of the familiar proverbs based on the experience of generations.

Proverbs are witty sayings in plain and simple style and therein lies their charm. They please people. They are based on the experience of generations and have survived the destructive power of time.

22. The use of History

History is the story of man from the earliest times to the present day. It is not merely the story of great rulers nor the chronology of important events. It is the whole story of all the races of the world. It is one of the most interesting subjects for study. It reads like fiction and yet it is based on historical facts. It narrates the past, records the present and is a pointer to the future.

History has been called 'race memory'. A man's memory links his past life to the present ; so is the history of a nation its memory of the past. As in the case of a man, if a nation knows nothing of its history, it loses its identity. A nation discovers its identity from the study of its history.

The present has grown out of the past. So we cannot understand our present customs, thoughts, ideals and institutions properly, if we have no knowledge of how these things have come to be what they are. Moreover, future will grow out of the present as the present has grown out of the past. What we shall be as a nation depends primarily upon what we are now and that has resulted from what we were in the past.

The study of history has its uses. It enables us to understand our past, explain our present and anticipate our future. It helps us to avoid the mistakes committed by our ancestors and to guide us in the right direction for the future. Besides, it can give us much pleasure and instruction. Moreover, a study of history broadens the mind and enlarges the sympathies; it pays.

23. Health is wealth

Health has been rightly identified with wealth. Health is in fact wealth. It is really a treasurable asset but it cannot be had for money. The riches of a wealthy man count for nothing if he is unhealthy. Without health a man cannot enjoy his life nor can he have peace which he needs so much for a happy life.

Nothing can be achieved without health. A man may have keen intelligence, extraordinary merits or may be a genius of the highest order, but he may not fulfil his promise if he lacks health. To work with energy and perseverance, he must have sound health. All great men who rose to eminence in any sphere of commendable human activity had to struggle hard and for this sound health is essential.

If we really want to go preserve health we must be careful from our early life. We must be regular and temperate in our habits, we should be careful about diet and physical exercise. 'Early to bed and early to rise' should be our motto all through our life. Morning and evening walks in fresh air, healthy games and innocent amusements are all necessary for health.

A sound mind resides in a sound body. So we should try to have sound health. We should always remember that health is wealth, that we cannot have what we desire in life without good health and that health once lost cannot be easily regained.

24. Punctuality.

Punctuality means observance of appointed time. It is doing a thing exactly at the proper time. It is of great value in our everyday life. The span of our life is limited and we shall have to do a great deal of work within our short tenure. Punctuality is of great help here. It enables us to turn out the greatest amount of work in a limited time. We can never expect to finish a work well if we are not punctual.

Punctuality is of great importance in every sphere of life. A tradesman who fails to keep his appointments can hardly command the respect of his customers and ultimately loses them. A

student who is not punctual cannot fare well in his examinations and proves a flop in every other sphere of life as well.

Punctuality is a great asset in the life of a man and this should be acquired in the early years of his life, for, if dilatoriness once becomes a habit it will be very difficult to shake it off. The fate of many a battle in a history was decided by punctuality or unpunctuality of the rival nations. In the life of a man also punctuality or the lack of it proves decisive.

25. Self-help

Self-help means the use of one's own powers to achieve success ; it is working for oneself without waiting for external aid. It is rightly said that God helps those who help themselves. He has no sympathy for sihrkers or idlers who rely not on their own efforts but on divine help.

Every man should learn to bear his own burden. Dependence on others is a curse and it undermines every manly virtue. A nation of idlers can never prosper.

Self-help is a habit and like every other habit it should be acquired in the early years of a man's life. At school the habit of self-help should be insisted on from the beginning and the teachers should only help and guide.

The importance of self-help can hardly be over-estimated. As a means to individual and national progress and prosperity, self-help is essential. Efforts from within always bring out our latent virtues and strengthen our character, while help from outside tends to weaken us. Most men do not know their own worth because they always depend upon others, and never exert themselves. But if they rely on their own efforts they will find that there is nothing to be afraid of. Moreover, nothing is sweeter than what we earn by the swert of our brow and no work is well-done unless we do it ourselves. Lives of great men teach us that self-help is best help we can expect to get in life. So if we aspire to greatness, happiness and success in life, we should never depend on others for what we might do ourselves.

26. Procrastination

Procrastination means putting off to to-morrow. Of course, it is sometimes necessary and wise to delay a decision or an action where haste would be foolish ; but procrastination always means putting things off to tomorrow which should be done today. It is always a fault—one of dilatoriness and laziness that leads us to shirk the performance of our present duties and inclines us to defer them to some future time. Procrastination is just the opposite of punctuality. A punctual man takes care to do what has to be done exactly at the right time ; this procrastination never does anything at the right time, but always wants to put it off till some point of time in future.

Procrastination should be checked before it becomes a habit, for, it ultimately makes the punctual performance of daily duties impossible. It may be due to sheer laziness and disinclination to work when work seems inconvenient or it may be due to the illusion that there will be plenty of time in the future to do all we have to do. The result is that the work remains undone or unfinished.

Procrastination is the thief of time. We have only a limited amount of time at our disposal and every hour we waste in idleness is "stolen" by that thief, procrastination from our stock. Time wasted is in fact time lost and this loss is irredeemable.

A lazy man never does today what he can put off till to-morrow but a wise man never puts off till tomorrow what he can do today. And we should follow the latter for that pays in the long run.

27. Tolerance

By tolerance we mean the quality of being tolerant or the power of tolerating. It is a quality which individuals, societies and nations must possess. In its absence, peace is disturbed and complications arise.

There will be no peace and happiness in a family where the members are not ready to tolerate the likes and dislikes of one

another. The basis of a happy family life is tolerance. The same thing may be said of society. If its members insist on their own right and ignore the inconveniences of others, there is bound to be frequent differences of opinion among them. Such a society will have no peace and progress.

In the life of a nation too lack of the spirit of tolerance leads to violent conflicts between different groups of people or communities, religious and linguistic differences. A little tolerance on the parts of various groups is likely to yield results. However, if tolerance is not practised, national integration will suffer.

Thus our conclusion is that all the ills from which men are suffering today and which threaten the very existence of man are due to lack of tolerance. Consideration of the view points of others is the key to tolerance and we should all cultivate this virtue. This will make for peace and happiness in all levels of human existence.

28. The value of experience

Experience cannot teach us everything. Nor does it profess to do so. What it teaches is the art of living. No one else can teach this as well as experience can. Experience teaches us how to live and how to save ourselves. A child dreads fire only after it burns its hands and a boy stops meddling with stray dogs after he has got a nasty bite from one. He has to learn from experience.

Experience, rather bitter experience brings home the soundness of old proverbs like, "Honesty is the best policy", "All that glitters is not gold", "No pains, no gains", "Failures are the pillar of success", "A rolling stone gathers no moss", "Waste not, want not", "Look before you leap", "Birds of a feather flock together". These familiar proverbs preserve in them the wisdom of ages gained through experience, often bitter experience. Patience is gained through suffering; courage cannot be acquired except by facing dangers or difficult situations. Sorrow teaches us sympathy and our mistakes warn us against them in future.

Experience is a stern task-mistress. Inattention, stupidity

and indiscretion on any one's part is punished with severity. But as a teacher she is thorough. We often hear lessons too late ; a man who breaks all the rules of health in his youth—by self-indulgence has to repent ; but this repentance does not mend things.

But all the lessons of experience are not unpleasant. We learn from experience that honesty pays in the long run but dishonesty does not ; temperance ensures health but excess ruins it ; kindness to others is a source of joy but selfishness results in unhappiness.

29. The Press : its uses and abuses

In democratic countries where the people control the government by the system of election and representation, public opinion wields stupendous power. No democratic government can withstand a strong public opinion on any question. Sooner or later, the government will have to yield to public opinion and retreat or be driven out of office. It is, therefore, obvious that if the press controls public opinion and public opinion controls the government, the press ultimately controls the government. Such is the political power of the press. The pen is, indeed, mightier than the sword.

The press is a very powerful mass media. Its power may be used for good or evil. If it is serious, disinterested and clean and gives the readers a wise, courageous and enlightened lead in great national issues, the power of the press will be a blessing. But if it is prejudiced and corrupt, it will surely do more harm than good. If it indulges in frivolity and panders to the vulgar tastes of the people by resorting to devious means its influence must be bad and even disastrous.

In a democracy there is freedom of the press and no one resents it. Nor is anyone likely to support censorship of the press. All kinds of opinions are welcome and the people are free to judge which opinion they will accept. But the press should take upon itself the responsibility to ascertain public opinion from time to time and guide itself accordingly. It is its sacred duty and there is no holiday from it.

30. A Railway Station

A railway station seen from close proximity presents a lively spectacle. It is almost always full of din and bustle. Trains arrive at regular intervals and leave after a while. Before one arrives, there are crowds of passengers jostling with one another, some trying to get out of the train-compartments while others trying to get in. Friends and relatives are there to welcome the passengers who arrive and also to bid good bye to those who leave. Joy and sorrow appear there almost hand in hand. Porters burdened with luggage run as fast as they can with the passengers trying anxiously to follow them lest they should get lost in the crowd or give the slip. Sometimes there are more porters than luggage and the inevitable scuffle ensues. Hawkers, too, vying with one another to sell their goods (professedly the best ones in the world!) have a very busy time. Soon the final bell rings and the train leaves the station. And there is relative calm, though for the time being, only to be broken by the arrival of the next train.

This goes on till midnight and thereafter the railway station seems to go to sleep and there is silence all around except for the rattling sound of the passing of a few long-distance trains not scheduled to stop at a not very important station like this. Passengers waiting for the first train in the morning wake up from their sleep, look around with half-open eyes and then go to sleep again as the rattling sound of the passing train gets fainter and fainter. And there is silence again.

31. Knowledge is power

That knowledge is power can hardly be gainsaid. One who knows has an edge over one who does not. This explains why educated people have always been able to lord it over the unfortunate ignorant. The history of mankind bears testimony to this.

Man was never a match for some other animals, extant or extinct, in any respect except in what distinguishes him from

them, that is, intelligence. Yet he has been able to conquer them all and even to harness the forces of nature to his own use. His superior intelligence and knowledge have made all the difference and the result is that he is the lord of the world.

A study of history bears testimony to this. During the Middle Ages in Europe priests had great power over royal houses because they were educated. In ancient India also it was the learned Brahmins who really ruled the states through the 'enthroned' monarchs. It is common knowledge that civilized nations were able to dominate ignorant savage races of different continents in the past. The power of knowledge at their disposal made this possible.

Man owes his progress and civilization to his knowledge of science and technology and it is these that have brought about wonderful changes in his life. Man has invented weapons having immense destructive potentialities; he has succeeded in conquering the forces of nature and the increasing control of fatal diseases has become possible only due to his knowledge. Knowledge is, indeed, power.

32. Your idea of a gentleman

Originally, a man who was of noble birth and possessed refined manners was called a gentleman. Later, gentlemanliness came to refer to outward behaviour and so a man who behaved like a gentleman was treated as a gentleman. Cardinal Newman, however, had a different view of a gentleman. A true gentleman, according to him, is a man who never inflicts pain on others; in fact, he avoids any situation that may hurt the feelings of others. Polite, gentle, tender and restrained, he is patient, forbearing and resigned.

Cardinal Newman's idea of a gentleman is comprehensive and it seems unlikely that anyone will quarrel with him over this. Gentlemanliness does not necessarily consist in noble ancestry or in aristocratic bearing; it is the sum-total of certain commendable virtues. A gentleman is he who has consideration for the feelings of others. He is tolerant of errors of others. He is merciful even

to the lowliest of the lowly. He does not boast of his wealth or status. He is not puffed up with success or unduly depressed by failures. He does not thrust his own views on others but speaks his mind freely and frankly when it is necessary. He makes light of favour while he does them and seems to be receiving them when he is conferring.

And his politeness and courtesy go far deeper than mere outward behaviour. They spring from goodness of heart and go where they are meant to. Gentlemanliness pays in the long run.

33. Advertisement—its uses and abuses

To advertise is to make a thing known to the people. So the object of advertisement is simple : it seeks to introduce a marketable commodity to the public through different media like the newspaper, the radio, television, posters, cinema slides etc. It establishes contact between the prospective buyer and the intending seller, the manufacturer and the market it seeks to cater to.

Advertisement is the soul of business. Though good quality and honest workmanship are the best advertisement, in this age of keen competition it is the man who shout the loudest that attracts attention. The consumers would not know the existence of many good things, if they were not advertised. So even well-established businessmen have to spend huge amounts of money every year in advertising their commodities or they will not sell them.

Advertisement is both an art and a science. Its object is to sell goods and it does the job artistically with the use of words and colour. There are Advertising Agencies devoted to the work of persuading the consumers. They study the market, watch the trends in public taste and use the necessary expertise to supply the firm with strikingly attractive advertisements which serve their purpose.

But advertisement has its abuses too. Many advertisements are deliberately meant to deceive people by grossly exaggerating the quality of inferior articles. Unsuspecting people are thus induced to waste their money in buying trash. People should be wary of such advertisements.

34. Forests – their uses

Of the wealth of a country, its forests form an important part. Most of us however, are ignorant of their immense value. From the ecological point of view, they are indeed very important.

Forests exercise a great influence on climate ; they attract rain and preserve moisture. This is of immense value to a dry country like India. They help agriculture indirectly. There is failure of crops if there is inadequate rain and rainfall depends largely on the profusion and density of forests. It has been proved that the destruction of forests in any area takes little time to change its ecological balance and to turn a cultivable tract of land into an arid desert for, deforestation makes rainfall scarce. The result is that a cultivable area goes out of cultivation. This affects the supply of food to a considerable extent. Moreover forests on hillsides help in the prevention of destructive floods and on the plains they resist the force of the surging water issuing from the rivers in spate.

Forest products, especially timber, form an important part of a country's wealth. We depend on the forests for resin, gum, turpentine and other oils ; honey and wax also come from the forests.

So we should preserve the forests of our country and take up various afforestation programmes for the benefit of the generations of people who will come after us. Forests ensure the supply of oxygen which is essential for our health. So deforestation should be stopped immediately.

35. National integration

A land of diverse races, linguistic groups and religious faiths, India is yet one nation. In fact India represents unity in diversity. It is a historical fact. For centuries a sense of common history and destiny has held this country together on an emotional level.

But this emotional bond has been weakened since India

won freedom. As soon as the foreign rulers were gone, quarrels started between one state and another on language and other issues and the whole atmosphere has been vitiated. The recent happenings in Assam, Punjab or Jammu and Kashmir are ominious and they confirm the widespread apprehension that something is rotten in the state of India. It is the duty of all patriotic Indians to resolve the quarrels that add to the tension and strike at the very root of national integration.

How can this object be achieved ? Attempts should be made to integrate the people of India emotionally. This may be achieved by the study and correct appraisal of the history of the country and the interpretation of Indian national heritage. More intermixing and inter-living between the different communities in India, more exchanges of teachers and students between one state and another, between one language group and another will help in bridging the gap in communication that exists. The three-language formula, too, may be useful. Moreover, the people all over India should be wary of divisive forces at work to wreck the integriety of the Indian nation for narrow parochial ends.

36. Energy Crisis.

It is the use of energy that makes work possible. We have to depend on various sources for energy. Nature is our one great source and she is perhaps the greatest. Wood gathered from Nature enables us to make fire. It is a source of energy. We use this energy for domestic and industrial purposes viz., for cooking, lighting lamps and melting iron. Then comes coal from the womb of the earth. It is also a source of energy widely used for domestic and industrial purposes. Another source of energy is oil which gives us heat as well as light. Petroleum gathered from under the earth is used for running motor cars and aeroplanes. In the modern world, electricity has become a great source of energy. Hydro-electricity is obtained by harnessing the flowing water of rivers.

Paragraph (H.S.)—3

All these are the sources of energy in Nature. But these sources are not unlimited or inexhaustible. We have been warned by geologists that energy crisis is a certainty in the foreseeable future. Petroleum is likely to be exhausted within a few decades. Nor is the availability of coal assured for a very long time. Scientists are, therefore, trying to find out alternative sources of energy and they hope that nuclear energy and solar energy may serve as useful substitutes.

It seems that man's last and perhaps lasting hope centres round solar energy for its supply is unlimited and inexhaustible. In a tropical country like India, it has immense future. Properly utilised, it is likely to revolutionize India's agriculture. Solar energy can solve the energy crisis that grips India and the different parts of the world.

37. Population explosion

Population explosion, the most talked about problem of the day really means outburst of population. In certain parts of the world, this phenomenon is more evident than in others. For example, India and China are very large countries; they are almost two continents but they are plagued by the problem of population explosion. On the other hand, in some developed countries of the world like the U.S.A., USSR, Canada, Great Britain etc the growth of population is under control.

It is common knowledge that India is over-populated. China is, of course the most populated country in the world. It has not taken more than fifty years for India to double her population—an alarming trend, indeed. This results in the fall in our per-capita income. This means greater poverty. Our production is, no doubt, on the increase in agricultural as well as in industrial sectors but it falls far short of our requirements; the fact is that if our production increases in arithmetical progression, our population does it in geometrical progression. So, if the

growth of population is not checked, there will certainly be food shortage and poverty will show itself in its ugliest form.

It is, therefore, essential to educate the people about this danger. Population explosion will only result in greater poverty; there will be greater misery and more suffering for them. The poor section of the population will be the worst sufferers. It is, therefore, essential that they should be educated in the methods of family planning.

In the advanced countries of the world, the picture is entirely different. The growth of population there is negligible or well under control. We should follow them in our own interest.

38. Environmental Pollution

The natural harmony between man and environment has long been broken; they are at present, in a state which has reached a critical stage. There has been widespread pollution in air and water, in soil and food stuff owing to various reasons. Unplanned development of township, leaving little breathing space for the inhabitants, continued deforestation, erosion of land by flood and factory fumes and smokes contribute to a crisis in human civilization.

Again, adulteration in food and drug is another kind of pollution which devitalizes the people. The deafening sound caused by loudspeakers, horns etc. contribute to noise pollution.

Human life cannot survive in a polluted atmosphere as fish cannot live in polluted water. In technologically advanced countries smog (smoke + fog) and exhaust gases choke human habitation. Water polluted by chemical waste causes epidemic diseases. Forests which form a part of the national landscape are being made thinner and thinner day after day disturbing the ecological balance. The oceans of the world are also being polluted as a result of indiscriminate oil extraction and faulty oil refining methods and a careless

system of oil transport. Another hazard is the waste of atomic plants. The toxic and radio-active substances are being dumped into the sea. The result may be disastrous for mankind.

We should try to restore the normal ecological balance between man and nature so that mankind can be saved from disease, ill-health, lack of nutrition and ultimate disaster. Initiation of efforts to stop environmental pollution will be a step in the right direction.

39. Science in everyday life.

Human civilization, as it is today, is the gift of science. The impact of science is so pervasive that we cannot but feel it in our everyday life. Electricity lights our houses and it is the power behind the factories which produce the necessities of our life. The various gadgets and scientific appliances meant for domestic use viz, electric light and fan, electric cooker and gas stove, refrigerator and the like have freed us from the drudgery our fore-fathers had to go through and made our life easier and more comfortable than it had been ever before.

Science has made communication easier and quicker as a result of the invention of speedier means of conveyance like railways, steamships, motor cars, aeroplanes etc. We can now send messages to distant places by telephone, telegram and wireless. The artificial satellites launched by different nations have become a major medium of communication.

The progress made by science in the spheres of medicine and surgery has made us free from cares and increased the expectancy of human life. Many disease given up as incurable in the past pose no problem now and significant break-through has been made in several other cases.

The Cinema, the radio and television—all the gifts of science—are an invitation to entertainment after a long day's

toils. They are also aids to relaxation and recreation. The improvements in the printing technology has opened up avenues to the realm of knowledge. To sum up, we are constantly using the various gifts of science in our everyday life and undoubtedly we are the richer for them.

40. The abuses of Science

The achievements of science are undoubtedly wonderful and spectacular. It has taught man to grow food and to make his home-life comfortable and enjoyable. Communication has become easier than it had been ever before, thanks to the invention of railways, steamships, motor cars, aeroplanes, telegraph, telephone and wireless. The progress made, by science in the spheres of medicine and surgery has brought relief to the victims of various complicated and difficult diseases.

But the abuses of science are no less important than its uses. The power of science is being abused for evil purposes. It is superior scientific knowledge that gives a nation an edge over another and helps the former to oppress the latter. The resultant disparity gives rise to the rivalries among different peoples of the world. It has proved to be a potential source of mischief. It can release forces of destruction and has actually done so. The two devastating world wars and subsequent events bear testimony to this destructive aspect of science. Not content with individual killings, man is applying science to invent deadlier and deadlier weapons for mass killings. Aeroplane bombs whole cities out of existence; the atom bomb, hydrogen bomb, poison gas, bacterial and chemical warfare are some of the terrible applications of science. Like Doctor Faustus, bartering away his soul to Satan for a spell of unrestricted power, man seems to have given away his soul in his mad pursuit of material prosperity and unquenchable greed. And he is sure to repent of this sooner or later.

41. Science and War

Like the two sides of a shield, science has proved both a boon and a curse to mankind. It must be admitted that science has done a world of good to man ; indeed, man owed his position in this planet called earth to science and science alone. It has made him incredibly powerful.

This is but one side of the shield ; the other side shows that it has also been a great curse. It arms warring nations with immense destructive power. The last two world wars and the years that follow are evidence enough of this.

Wars these days are totally different from those in the past. In those days personal heroism was the most important factor in warfare. But things are entirely different now. War is a highly technical affair in these days. Based on an advanced knowledge of science and technology, modern warfare is expensive, mechanical and highly sophisticated. The modern science of warfare has explored all the inventions of science to add to its arsenal (arsenal). Nuclear missiles can hit targets any-where in the world. It is the country which has superior weapons that wins the war. And these weapons are the inventions of science. The atom bombs dropped on Heroshima-Nagasaki that dazed the world during the second world war are nothing compared with those that are manufactured and stockpiled by the two contenders for world domination.

But is science responsible for all this ? No not at all. It is not science but man abusing it who is to blame for the present alarming situation. Again, it is man who can turn the science of war into science for peace. And then there will be no reason for complaint against the abuse of science by man.

42. Is science a blessing or curse ?

We are living in an age of science. In fact the modern civilization is the gift of science. Yet science is not an unmixed

blessing to us. Like the two sides of a shield, science has proved both a boon and curse to mankind. We must admit that science has done a world of good to man ; indeed, man owes his position in this planet called earth to science and science alone. It has made him incredibly powerful. This is but one side of this shield ; the other side show that it has also been a great curse.

The benefits of science are numerous, the spread of scientific knowledge has made people reasonable and free from superstition. Science has made communication easier and has brought the different parts of the world close to one another. Man has journeyed to the moon and came back safely to the earth. Message can be sent to different parts of the world by means of telephone, telegram and wireless. Electricity has been harnessed in the service of man. It lights our houses and is the power behind factories which produce the necessities of our day-to-day life. The progress made by science in the fields of medicine and surgery has made us free from cares and increased the expectancy of human life. Many diseases that were given up as incurable in the past pose to problem now and significant break-through has been made in several other cases. The cinema, the radio and television entertain us. In short we are constantly using various gifts of science in our everyday life.

But this is only one side of the picture. The two world wars have exposed the destructive power of science. The dropping atom bombs on Hiroshima and Nagasaki revealed this. Hydrogen and Nutron bombs possess immense destructive potential. Nuclear missiles may hit any target thousands miles away. The possibility of bacteriological warfare cannot be ruled out. In this respect science is indeed, a curse.

Science, that is, organized knowledge is a great boon to mankind. But its practical application can be made by man

either for food or for evil. Science is an impersonal power and a mere instrument in the hand of man. So it becomes a blessing or a curse according to the way it is used by man.

43. Man's conquest of Nature

Man is an animal but an animal with a difference ; he is a rational animal. He has intelligence of a superior order and but for the superior intelligence, he would be a helpless creature. He has to struggle for survival not only against wild beasts, but also against the forces of nature. And it is by his superior intelligence that he has learnt to catch and tame and use such great natural forces as wind, water, fire, steam and electricity for his own ends. These powers are now his servants. Man has harnessed them to his use.

The wind and water were sources of great trouble to man in primitive ages. But through his superior intelligence he has turned them to his own use. He has gained almost complete mastery over the wind and it is no longer an enemy to the sailors but a dependable friend. With the help of wind-mills, he forced the wind too, to grind his corn, raise water by pumps and drain wet land. Water too has come to serve mankind as a servant. Man uses the power of water to drive the machinery in mills and factories. Steam power which is now so indispensable is obtained from boiling water. Big and mighty waterfalls are being utilized for generating electricity.

Primitive man discovered fire and used it to cook his food to keep him warm and to melt metals. It is a terrible force which man has harnessed for his own benefit. The discovery of the power of steam led to the invention of the steam engine. From this steam engine we have got the railway engine, the steam ship, huge factories run by steam driven machinery and from these, the great towns, large industrial units and the widespread commerce to the world.

Finally, man has captured and tamed the lightning and it is his servant now. Our age is the age of electricity which is another name for lightning, we have electric light and electric heating and cooking and refrigerating—all serving domestic purposes. Messages are now sent by the electric telegraph and cable all over the world. The electric telephone helps us to speak to each other at a distance. The power of electricity is utilized for driving train and trams and it is this power that makes the cinema and television possible. The radio too, is a gift of electricity.

44. The Conquest of space.

According to a well-known nursery rhyme the stars and planets have always been full of mystery. This veil of mystery is being lifted by and by with the success of man's flight into space. He is on his way to the conquest of space, so to say.

The fourth day of October, 1957 marked the beginning of a new era when the first Sputnik (a satellite) was launched in the sky by the U S S R. The second Russian Sputnik had a dog on board. Yuri Gagarin was however the first spaceman or astronaut who soared beyond the earth's gravitational pull in his spaceship 'Vostok' moved round the earth's orbit and came back to his own planet safe and sound. It happened in April 1961. And in a month's time after the event, commander Shepard of the U S A went into the orbit of the earth in his space-ship. Then there was keen competition between the two super powers—the U S A and the U S S R. to register a lead in these attempts at the conquest of space. History was made when the American astronauts Armstrong, Aldrin and Collins—landed on the Moon in July 1969 in their space ships Apollo—11. In July, 1976, an unmanned American space-ship landed on Mars and sent back clear surface of the surrounding dusty ground, littered with sharp rock. But the existence of life on Mars could not be traced. Attempts are still on to explore other planets in space.

These successful space flights have immense possibilities. They have been able to collect information about space and also about the different parts of our own planet. These exploratory voyages into space may serve useful purposes.

45. The Radio or Broadcasting.

The radio is one of the marvels of modern science. It is transmission of sounds by wireless. Sir J. C. Bose the great Indian scientist was one of the pioneers in this particular branch of science. Later, Marconi the Italian scientist perfected it and Mm. Curie improved the system and developed it into modern radio. The distribution of news, speeches, music, songs etc. by means of the radio is called broadcasting.

The radio has become mainly a source of entertainment to man, woman and children all over the world. Music, songs, radio plays and comic skits form the main part of broadcasting programmes.

The importance of broadcasting as a means of quick communication of news is very great. When an important event takes place any where the news is transmitted at once. On the deep ocean where a ship is in distress, a radio message will alert other ships to come to its rescue. Battle operations are directed through the wireless from a distant place. The explorers whether in the depth of the forest or in the dreary desert or on way to a mountain peak establish link with the outside world through the wireless.

The radio has great educative value. It is more powerful than any other means of dissemination of knowledge. With the help of a well planned programme, it can educate the people especially the illiterate ones. The radio has its abuses also. It is the monopoly of the government and the ruling party abuses its immense power to subserve its partisan interests. So it should be properly used to make it an instrument of pleasure, recreation and instruction.

46. Television

Television is a great achievement of science. This is a process of transmitting a view of events scenes, etc. by radio to a distant television set. It is the invention of J. L. Baird a Scottish scientist but improvements were made upon Baird methods by American scientists. And television as we have it at present is the creation of more scientists than one.

Television can render service in various ways. It is a wonderful medium of entertainment and instruction. It can educate millions of people in a minute. Television programmes include all sorts of vocal and instrumental music songs of classical and modern singers, interesting plays and film shows as well as the news of the day, important talks by eminent persons and valuable instruction to young learners. The proceedings of sports and games, important football, cricket and hockey matches are telecast and we may enjoy them in a relaxed mood in our cosy drawing rooms. It is also very useful in detecting crimes and ensuing security. Lastly, television has been an invaluable aid to space travel and has helped the cause of space research.

But television has a harmful effect on students. They often neglect their studies—their chief concern—and view television programmes to their detriment. It has also a bad effect on eyesight. So they should be on their guard.

In view of its importance television should be popularized. Its price should be brought down and clubs, community centers, libraries and various other institutions should be provided with television sets at nominal costs. This will pay in the long run.

47. The cinema

The cinema means pictures in motion. These moving pictures are produced by rapid projection on the screen of a large number of photographs taken successively on a long film.

It is an invention of Mr. Edison, a renowned American scientist. Today we have both talking and moving pictures. These films are sometimes technicolour and sometimes we can see three dimensional figures on the screen-life like as in the real world.

The cinema is one of the most popular forms of entertainment and it is within the easy reach of everyone. It is also an important means of education. It provides relaxation to the tired and bored minds. This explains its immense popularity. It takes a man away from the world in which he lives, presents before him places and scenes he is not likely to visit in his life. It is, in fact, a source of vicarious enjoyment of what a man may not have in real life. Besides it is highly educative; it helps in the dissemination of knowledge and in the widening of a man's outlook if it is properly utilized. The mode of instruction being audio visual, its impact is lasting.

The cinema has its abuses too. Most of the film-stories are artificial and corrupting. Vulgar pictures are often screened and they pander to the baser propensities of young spectators and vitiate their tastes. The Government and its Censor Board should, therefore, exercise due caution before permitting the release of any film. If efforts are made to create a strong public opinion against its present abuses, the cinema can become a very powerful instrument for achieving progress in an educationally and economically backward country like India.

Exercise (with hints)

Write between two and four coherent paragraphs on the following topics in not more than 250 words :—

1. The value of example

[Hints Example is better than precept—Good and bad examples—influence of environment—source of examples]

2. Electricity in the Service of man

[Hints—The value of electricity in modern life—its importance in our daily life—its service to industries and transport—conclusion]

3. Rights and duties of a citizen

[Hints—Definition of a citizen—his rights—his duties—conclusion]

4. A Rainy day

[Hints—Introduction—duration and force of rain—scenes in the street—conclusion]

5. Travelling in a crowded bus or train

[Hints—Introduction—congestion in a public bus or train—scene during office hours—the journey is often eventful]

6. Street beggars

[Hints—Introduction—a common sight—their activities—source of annoyance—conclusion]

7. Choice of Companions

[Hints—A man is known by the company he keeps—necessity of choice—unwise choice mars a man's life—conclusion]

8. Vocational training

[Hints—What it is—importance of choice of a vocation—usefulness of vocational training—conclusion]

9. Marvels of Science

[Hints—Introduction—science in daily life—some of the marvels of modern science and their uses and abuses—conclusion]

10. Science and civilization

[Hints—Relation between science and civilization—some outstanding contributions of science—science as a destructive power—conclusion]

11. Your favourite author.

[Hints—Who he is—why do you like him—his principal works and their importance—conclusion.]

12. India's National Flag.

[Hints—When it was adopted—design of the flag—what its different colours stand for—occasions for use and how it should be used.]

13. A Railway Platform.

[Hints—Description of a platform—scene of a busy platform—How it looks like when it is empty—conclusion.]

14. Letter-Writing.

[Hints—A means of communication—its importance—different types of letters—the basic elements of a good letter.]

15. An Evening walk by the riverside.

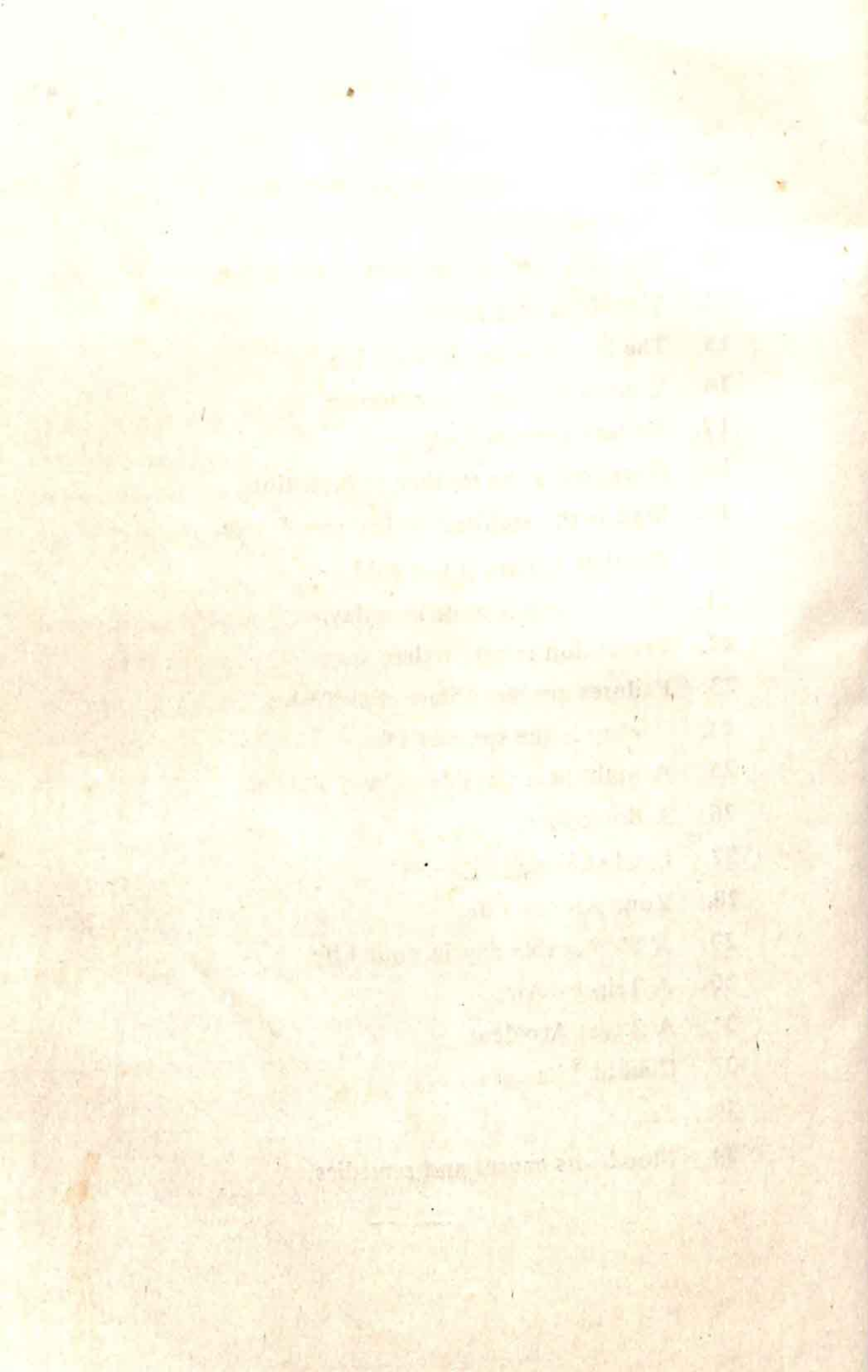
[Hints—A source of recreation—description of the riverside—what purpose does it serve—conclusion]

Exercises (without hints)

Write between two and four coherent paragraphs on the following topics in not more than 250 words :

1. An embarrassing incident.
2. Standing in a queue.
3. The sky at night.
4. The sky at sunset.
5. Shopping in a busy market.
6. A road-side tea-stall.
7. A road side snack stall.
8. Living in a large family.
9. Your experience of a devastating storm.

10. An unannounced holiday.
 11. An awkward situation you were in.
 12. A pleasant dream.
 13. The night before the final examination.
 14. Your idea of a hero.
 15. The happiest day in your life.
 16. Your childhood reminiscence.
 17. History repeats itself.
 18. Necessity is the mother of invention.
 19. Man is the architect of his own future.
 20. All that glitters is not gold.
 21. Rome was not built in a day.
 22. Prevention is better than cure.
 23. Failures are the pillars of success.
 24. Variety is the spice of life.
 25. A night at a wayside railway station.
 26. A Book Fair.
 27. Load-shedding.
 28. Your Aim in Life.
 29. A Memorable day in your Life.
 30. A Trip by Air.
 31. A Street Accident.
 32. Coal and its uses.
 33. Tea.
 34. Flood—its causes and remedies.
-



LETTER-WRITING

LETTER-WRITING

INTRODUCTION

Of all forms of composition, letter-writing is probably the most free and the most agreeable. When you are asked to write a formal composition on a given subject you may fumble for ideas that come rather unwillingly. Not so with letter-writing, which is really a piece of conversation by post. You would not be writing the letter unless you had something to say. And in your letter the more you approach the level of conversation, the better the letter is likely to be. As A.G. Gardiner says ; "...to write a good letter, you must approach the job in the lightest and most casual way. You must be personal, not abstract." Again, "A letter written in this way destroys distances ; it continues the personal talk, the intimate friendship, that has been interrupted by separation ; it preserves one's presence in absence. It cannot be too simple, too commonplace, too colloquial. Its familiarity is not its weakness, but its supreme virtue. If it attempts to be orderly and elaborate, it may be a good essay, but it will certainly be a bad letter."

Letter-writing is an art like any other form of art. It is a communication between two persons and parties living at a distance. Thus it is a substitute for talk. Every person has to write letters on some occasion or other to relatives and friends, other acquaintances, businessmen and official superiors. To achieve success or perfection in letter-writing one has to practise it assiduously. A good letter, one has to bear in mind, should be "correct, clear, concise, complete and courteous."

In writing a letter, whether a personal letter or a business letter, one should always aim at achieving the qualities of style, sincerity, simplicity, clarity, courtesy and brevity. In other words, one should write naturally, avoiding all formality

and abstraction. One should try to write in a tone that is natural and friendly. To shed formality may not be easy ; even so one must try. It is still the fashion to start off with *In reply to your letter*—an opening that often leads to awkward constructions. It is a phrase we will not think of using when replying to a friend, nor it is always necessary to use it in a business letter. In writing a letter we should choose words with care and use them with economy. As one master of the craft of letter-writing has advised : "Use no more words than are necessary to do the job. Superfluous words waste your time and official paper, tire your reader and obscure your meaning ; go straight to what you have to say." In the interest of clarity one should prefer the short sentence to the long and the simple word to the more unusual. And finally, in writing a letter one should always remember the dictum of Charles Lamb about a good letter. A letter, Lamb says, should be "respectful to superiors ; courteous to inferiors ; familiar to friends ; affectionate to relatives ; simple to children ; tender and sympathetic in condolences ; lively and joyous in congratulation, forcible and impressive in weighty matters ; easy and sprightly on lighter subjects." This is a practical advice to be kept in mind by every person who attempts to write a good letter.

Kinds of Letters

There are four kinds of letters :

1. Personal, social or private letters.
2. Business letters.
3. Official or Demi-official letters.
4. Applications, petitions, memorials, school letters, letters to the Editors.

1. Personal, social or private letters are written to relatives, friends and others on personal or private matters. Letters of introduction, recommendation, invitation, congratulation and condolence are also included in this class.

These informal letters are generally exchanged between close acquaintances such as friends and relations. Such letters

are written in a lucid, simple and easy style. These have the tone of an intimate conversation. Cowper wrote to his cousin, "When I read your letters, I hear you talk." This should be the guiding spirit of private or personal letters. These letters vary in length and are discursive by nature. Once again students may be reminded of what A. G. Gardiner says about writing a letter. "...you must approach the job in the lightest, and most casual way. You must be personal, not abstract." The chief merit of personal letters lies in this quality of casualness. Essentially descriptive in style and tone, personal or private letters help to revive old thoughts, forgotten joys or sorrows, old affections.

2. Business-letters are written to and by businessmen.

Business letters are formal letters which are written to achieve a definite purpose. They play a specific part in a transaction. The business-letter calls for language that is precise and a tone that is more formal than that of the personal letter. It calls, in other words, for a different style. Business letters are usually marked by greater clearness and accuracy. The colloquial style which is the essential feature of a personal letter is completely unsuited to the business-letter. Just as there is style in literary writing, so there is style in business-letter writing and the desirable elements in it are sincerity, simplicity, and clarity. Business letter-writing calls for a plain style—a style that is simple, clear and easily understood. The style must also be courteous and sympathetic. In the rush of modern business life this is sometimes forgotten. Courtesy makes friends, and friends in business are no less necessary than in the wider life. In business-letters terms peculiar to the business world must sometimes be used but they should be used sparingly. Avoid as far as possible words such as *herewith*, *aforesaid*, *furthermore*, *whereas*, *undermentioned*, and *inasmuch*; they are out of place in a business-letter. In a business-letter the need to be brief is of utmost importance. In a personal letter

breavity may be mistaken for rudeness, but in a business-letter to be brief is to be business-like. One must, of course, be polite, but when one has said all there is to say, one should not use flowery and meaningless phrases of which *Thanking you in anticipation* is probably the worst example. In writing a business-letter the motto should be: "Be brief by all means, but never curt."

3. **Official or Demi-official letters** are written to and by persons in their official capacity.

The Official or Demi-official letters must be clear, concise, consistent and courteous. The main reasons for writing such letters are to establish an official relationship without personal contact, and to provide a record for future reference. While writing an official-letter, the writer should adapt himself to the point of view and outlook of his correspondent without, of course, losing his own independent view of things. To write a good official letter is a difficult job but if one remembers the following advice of Sir Earnest Gowers in writing official letters, one can definitely achieve success in this field.

"Adapt the atmosphere of your letter to suit that of his (the correspondent). If he is rude, be specially courteous. If he is muddle-headed, be specially lucid. If he is pig-headed, be patient. If he is helpful, be appreciative. If he convicts you of a mistake, acknowledge it freely and even with gratitude."

4. **Applications, petitions and memorials** are written to authorities with the object of getting some prayers granted, inconveniences removed or grievances redressed.

School letters are written by students on school matters.

Every literate person has one day to apply for a job. This letter of application can be written in either of two ways. A letter can be written enclosing a resume of one's experiences and background or one may write a comprehensive letter containing all the information one needs to give. In writing an application for a job the writer must stress those

aspects of his qualifications which are most likely to be of special interest. He must express himself concisely yet attractively. His letter must be correctly addressed, sensibly punctuated, and properly spelt. It must be well-arranged, and business-like in appearance. The letter of application must of necessity be attractive, persuasive, and convincing, but always truthful and straightforward. Letters to the Editors are written to ventilate some public grievances, to focus the attention of the people or the government on some vital issues of the day and to seek redress of problems affecting our lives. The predominant purpose behind writing such letters is to influence public opinion, and to achieve social, political and moral good of the country.

Parts of a Letter

There are six parts in every letter :—

- (A) The writer's address and date of writing,
- (B) The salutation,
- (C) The body of the letter,
- (D) The subscription or conclusion,
- (E) The signature of the writer,
- (F) The superscription or address.

The position of the different parts of a Letter

The position which each of these parts occupies in every letter is fixed and cannot be altered at will. It will be best understood from the specimens of four kinds of letters given below.

(a) Specimen of a private letter

A

35 Linton Street,

Calcutta-14

The 17th April, 1984

B

My dear Sister,

Your letter of the 7th instant is just to hand. I am very glad to learn that you are better now. You should take every possible precaution against a relapse of the disease.

Are you taking medicines regularly ? Does the doctor come and see you now and then ? Do write to me every week. I am all right. How are you all doing ?

With every good wish,

I am

D Yours affectionately,

E Bhabatosh

F

Sm. Gita Ghose 15 Grand Trunk Road P. O. Chirkunda Dt. Dhanbad

Explanation : A. Write the address of the writer at the top right hand corner of the first page and the date just below it. **Do not put a comma at the end of the number of the house,** but put commas after the name of the street, the name of the post-office and the name of the month, and a full stop after the year.

When writing from the mofussil, put the name of the village in the first line, the name of the post-office in the second and the name of the district in the third.

N. B.—Opinions differ regarding the placing of the comma after the number of the house. Mr. P. K. De Sarkar remarks : "There should be commas (and not full-stops) at the end of the number of the house,...etc. But most modern writers prefer the omission of the comma after the number of the premises. "To insert a comma would not be wrong, but the modern attitude is against needless ornamentation, and the tendency is to omit it." (L. Gartside ; *Modern Business Correspondence*). Grammatical rules insist on the absence of a comma after the number of the premises. The "number" is a numerical adjective qualifying the noun "the street or the road"—and as such it is absurd to put a comma in between the number of the house and the street name.

The date : The date is an essential part of any letter. It serves the very necessary purpose of identifying particular

letters referred to in later correspondence. The date should always be written in full and never abbreviated, as by the omission of *st*, *nd*, *rd* and *th* from the figure for the day or by shortening the name of the month e.g. *Nov*, for (*November*). Dates should be written in the order of month, day, and year. This is logically correct and should always be adopted : 10th, February, 1981

Whether commas or full-stops should be used is accepted as a matter of taste. But the usual practice now is to put a comma after the month with no full-stop after the year. G.H. Vallins recommends any of the following forms :

25 March, 1984 or The 25th March, 1984
or March 25th, 1984, or March 25, 1984.

B. Then write the salutation a little below, on the left side and put a comma after it.

The first and last words of the salutation—Dear Sirs, My dear Mother, My dear Friend,—must begin with a capital letter.

N. B.—The salutation is the complimentary greeting with which the writer opens his letter. The particular form used varies according to the degree of the writer's relationship with his correspondent. To some extent it settles the form of the complimentary close. The two must always agree with each other.

The usual forms of salutation are as follows :—

(a) To relatives and very intimate friends :

My dear Son,	My dear Sukhendu,
My dear Father,	My dear Sulekha,
My dear Mother,	My dear Rahaman,
My dear Daughter,	

(b) To a less familiar friend :

My dear Mr. Chakraborty,
My dear Haren Babu,

- (c) To a still less familiar friend :

Dear Mr. Sarkar, Dear Arun Babu,

- (d) To strangers :

Sir, Madam,

Dear Sir, Dear Madam.

- (e) To business friends :

Sirs,

Gentlemen, (never write Dear Gentlemen)

For ordinary business purposes **Dear Sir** (or **Dear Madam** for both single and married women) is used for addressing one person, and **Dear Sirs** (or **Mesdames**) for addressing two or more, where a letter is addressed to a firm, i. e., a partnership.

Sir—Being much more formal, than Dear Sir, this form is more appropriate to official correspondence e.g. with government departments, and to letters addressd to superiors e.g. by an applicant for a post, than to ordinary business correspondence, where it is now rarely used. Sirs, as the plural of Sir, should never be used.

My dear Sir—This again is more formal than Dear Sir and, like Sir, is now rarely used in business letters.

C. Next begin the body of the letter with a capital letter a little below the salutation, and divide it in paragraphs to mark the changes of the subject-matter.

*[N.B.—For all practical purposes you may begin the paragraphs under the word **dear** of the salutation, wherever it occurs. Avoid postscripts. The length of the body of the letter depends upon the nature of the subject-matter dealt with. Much has already been said in earlier paragraphs about how to write the letter. The following are no more than reminders] :

- (a) Write simply, clearly, courteously, grammatically, and to the point.

- (b) Paragraph correctly, confining each paragraph to one topic.

(c) Avoid stale and stereotyped phrases.

D. Then write the subscription on the right-hand side just below the last line of the body of the letter. The first word of the subscription must begin with a capital letter.

Sometimes the expressions, 'With kind regards,' 'With every good wish,' 'Trusting this finds you all right,' etc. are used before the subscription and after the body of the letter. Put a comma and not a full-stop after such an expression.

E. The signature of the writer should be put down just below the subscription.

F. The superscription or the outside address contains the name and address of the person to whom the letter is written. The above specimen shows how the address is written.

(b) Specimen of a business-letter.

A

Raniganj High School.

P. O. Raniganj,

Dist. Burdwan,

The 12th June, 1984.

To

Messrs. S. Banerjee & Co.

6, Ramanath Mazumder Street, Calcutta-9

B

Dear Sirs.

C

I shall be highly obliged if you kindly send me per V. P. post a copy of "H. S. English Second Paper" by T. N. De

D Yours faithfully,

E Suresh Chandra Sen
Headmaster.

F

Messrs. S. Banerjee & Co.

6, Ramanath Mazumder St.,

Calcutta-700009

Note : Mark the position of the different parts of the above letter. The position of the different parts A,B,C,D,E and F are exactly similar to those of a personal letter. Here the name and address of the firm addressed occur between the parts A, and B, but nothing of the sort occurs in a private letter.

(c) Specimen of an official letter.

<p>From The Headmaster, Uttarpara Govt. High School, Uttarpara,</p>	<p>A Dated, Uttarpara, The 20th April, 1984.</p>
B	
<p>To The Secretary, The Board of Secondary Education, West Bengal, Calcutta. Sir,</p>	

C

With reference to your office letter No. 512 dated the 9th April, 1984, I have the honour to submit herewith a statement showing receipts and expenditures of the School during the last twelve months.

D Yours faithfully,
E M. Banerjee
Headmaster.

Note : (i) During the British Rule the usual form of subscription was.....

"I have the honour to be,

Sir,

Your most obedient servant,"

The Government of India has now directed the use of "Yours faithfully".

In official letters the following form of subscription is also used.

I am,
Sir,

Yours most obediently,

Even a superior person has to use these forms in writing to his inferior.

(ii) Mark the position of the different parts. The parts B, C, D and E are exactly similar to those of a private letter, but the portion above B is something which you will not find in a private letter.

(d) Specimen of an application

To
The Headmaster,
Hare School, Calcutta.
B
Sir,

C

I beg most respectfully to inform you that as I am indisposed today, I shall not be able to attend school.

I pray, therefore, that you would be kind enough to grant me leave of absence for this day.

A	D	I remain, Sir,
20 Amherst Street, Calcutta 700009, The 10th May, 1984	} E	Your most obedient pupil, Nihar Kumar Sen Class IX

Note : Mark the position of 'A' and the additional part, namely, the address of the person written to.

B & D—Forms of salutation and subscription

1. Private Letters :

Forms of salutation

Forms of subscription

(a) In respect of relations

My dear Father, Mother,
Uncle, Brother, Sister,
Son, Daughter, Cousin,
Aunt, etc.

Your affectionate (or loving),
father, mother, uncle brother,
sister, son, daughter, etc.
or, Yours affectionately,
or, Affectionately yours,

(b) In respect of very intimate friends

My dear Friend,

Yours affectionately, *or*

My dear Paresh,

Affectionately yours, or

Yours ever, or Ever yours,

(c) In respect of less intimate friends

My dear Suren Babu,

Yours sincerely,

or, My dear Mr. Sri Bose,

or, Sincerely yours,

or, Dear Mr. Nalini Babu,

or, Dear Mr. (Sri) Bose,

or, Yours very sincerely,

or, Dear Mrs. Bose,

Very sincerely yours,

(d) In respect of strangers

Dear Sir,

Dear Madam,

{ Yours faithfully,
{ Yours truly,

(e) In respect of teachers and other superiors

Dear Sir,

Dear Madam,

{ Yours obediently, Obediently yours,
{ Yours respectfully, Respectfully yours,

2. Business Letters :

(a) To business firms

Dear Sir,

Gentlemen,

(ii) Yours faithfully,
(ii) I remain,
Dear Sirs,
Yours faithfully,

(b) To the proprietor, manager or secretary of a firm

Dear Sirs,

Yours faithfully

(c) Between two firms or companies

Dear Sirs,
Gentlemen,

(i) Yours faithfully,
(ii) We remain,
Dear Sirs,
Yours faithfully,
(iii) We are,
Gentlemen,
Yours faithfully,

3. Official Letters

(a) Strictly official—

Sir, Madam,

{	I have the honour to be,
	Sir (Madam),
	Your most obedient servant
	Or,
	Yours faithfully
	Or,
	I am,
	Sir (or Madam),
	Yours most obediently,

(b) Demi-official—

Dear Mr. (Sri) Bose,

Dear Mrs. Banerjee,

C. The body of a letter :

A private letter should be written in a simple and conversational style, but all other letters are formal and should be short and to the point, and they should be written in a dignified yet lucid style.

E. The Signature.

The signature is the signed name of the person writing the letter. It is written just below the complimentary close or the subscription. The writer's name is not written in full in letters to close acquaintances or relations. But in other cases the name of the writer should be written in full. A lady generally writes both her Christian name and her surname ; thus :

Yours sincerely,
Jaya Bose

But when she writes to a stranger, she must write *Miss* or *Mrs*, within brackets before her name to avoid confusion, thus :

Yours faithfully,
(Miss) J. Bose.

F. Superscription or outside address :

(i) Before the name of the address a courtesy title should be used.

(ii) The usual courtesy title before the name of a gentleman is *Mr.*, before the name of a married lady *Mrs.*, before the name of a boy *Master* and before the name of an unmarried woman, young or elderly, *Miss*.

When no courtesy title is used before the name of a gentleman, *Esq.*, (abbreviation of Esquire) may be used after it.

(iii) Before the name of a Hindu gentleman we use *Babu*, *Sri* or *Srijut* (shortened into *Sj.*). Before the name of a Hindu lady we use *Srijukta* or *Srimati* (shortened into *Sm*). *Sriman* and *Kumari* are used before the name of Hindu boys and girls respectively.

(iv) When *Esq.* is used after a name, academic degrees such as *M.A.*, *B.A.*, *B. Sc.*, *Ph. D.* etc. and titles of honour such as *M. P.*, *C. I. E.*, etc. are written after *Esq.*

M. Banerjee, Esq., B.A., B. L.

(v) When a title of courtesy such as *Prof.*, *Principal*, *Mr.*, *Sri*, *Dr.*, etc., is used before a name, *Esq.* must not be used after it, and vice versa.

(vi) The word '*Messrs*', is used before the name of a personal firm or before a list of gentlemen.

Messrs. Bose and Sons ; Messrs. S. Banerjee & Co.

But '*Messrs*', should not be used before firms called by impersonal names ; we should say—

The Student's Library ; The Bengal Pharmacy.

(vii) *Mr.* or *Esq.*, is not necessary for persons having titles like *Sir*, *Rai Bahadur*, *Khan Bahadur*, etc.

(viii) In writing to people of a lower station or subordinates, use *Mr.*, and not *Esq.*, which is generally used of people of high standing. Thus *Mrs. T. P. Das Gupta, B. A.* or *T. P. Das Gupta, Esq., B. A.*, ; *Prof. R. D. Bhattacharya, Esq., M.A.*

(ix) In addressing a Knight, always use his Christian name or initials :

Sir Surendranath Banerjee, or Sir S. N. Banerjee (not-Sir Banerjee).

(x) "When a man is entitled to be called **The Hon'ble**, etc., we write **The Hon'ble Mr. S. N. Bose ; The Hon'ble Mr. Justice Mitter ; The Rt. Hon'ble Sir R. Sastri** etc. When the Christian name is not known use **Mr.** before the surname,"

Caution

- (i) Never write 'your's' for 'yours'.
- (ii) Never use a noun after the word 'yours'.
- (iii) Never use an adverb after the word 'your'.
- (iv) Never write 'Dear gentleman' but write either 'Gentleman' or 'Dear Sir' in the salutation.

(v) The expression *and oblige* is very often wrongly used in letters containing requests, *Oblige* in the imperative or the infinitive should by no means be joined by the conjunction *and* to a verb which is not in either of these moods. For example,

Please sanction me
the amount prayed
for *and oblige*.....(correct)

I request the
favour of your
sanctioning me
the amount prayed
for *and oblige*....
(incorrect)

(vi) "*Yours respectfully* has gone somewhat out of fashion, A rather more formal ending is '*I am (or, I remain) yours faithfully.*' This formula must be used if the previous sentence begins with a present participle and ends with the writer's name ("*Trusting you will consider this suggestion favourably, I am.....*")
G. H. Vallins.

L. Gartside is also of the same opinion. "If you decide to start your closing paragraph with a participle, be careful to add *I am, We are*, or some similar expression beginning with a pronoun, otherwise you will commit the common fault of the unrelated participle. *Hoping to hear from you* not followed by *I* or *We* is quite wrong."

(vii) Don't use an exclamation mark after the salutation, but use a comma.

Different forms of letters at a glance

I. Private Letters

1. (a) The writer's address.
(b) Date
2. Salutation
3. The body of the letter
4. Subscription
5. Signature
6. Name and address of the addressee.

II. Business Letters

1. (a) The writer's address
(b) Date

The name and address of the firm

2. Salutation
3. The body of the letter
4. Subscription
5. (i) Signature
(ii) Designation
6. Designation or name and address of the addressee.

III. Official Letters

No.

From

The writer's name or designation and address

To

The addressee's designation or name and address.

2. Salutation

3. The body of the letter.

4. Subscription

5. (i) Signature

(ii) Designation

Enclosures :

6. Designation or name and address of the addressee.

I. Specimens of Personal Letters

1. Write a letter to your father seeking his permission to go to a health-resort during the summer vacation.

22 Harish Mukherjee Road,
Calcutta-700025

April 26, 1984

My dear Father,

Our school closes for the summer vacation on the 7th May. For the last three or four months I have been keeping indifferent health. I am, therefore, thinking of spending the vacation in a health-resort. An opportunity has come of its own. Some of our school-mates have decided to spend this vacation at Puri and our Assistant Headmaster has agreed to accompany them. I have decided to join this party in order to recoup my health. Puri is an excellent sanatorium (স্বাস্থ্য-নিবাস) and it is not far off from Calcutta. Proper arrangement is going to be made for the board and lodging of the party. Under the able guidance and loving care of our Assistant Headmaster we expect every comfort there. Please let me know by return of post what you think of my proposal. Mother is quite ready to allow me to go to Puri. I can assure you I shall gladly abide by (মানিয়া চলা) your advice.

With best regards.

I am,

Your affectionate son,
Madhu

2. Write a letter to a friend offering an apology for failing to keep an appointment with him.

20 Southern Avenue,
Calcutta-700029

The 19th April, 1984

My dear Naresh,

I deeply regret that I failed to keep my appointment with you yesterday. I promised to accompany you to the Zoo and

show you round its different parts. I am quite sure you were eagerly waiting for me at your house and dreaming of the joys of your visit to the Zoo. I can fully realize the depth of your disappointment at my failure to comply with your request. Kindly excuse me for the inconvenience (অসুবিধা) caused by me. I am quite sure you will excuse me when I explain the matter.

I have been suffering from tooth-ache for the last few days. Yesterday the pain was so intense (চরম) that I had to apply cocaine on the doctor's advice. This relieved the pain to some extent but could not cure it. I was confined to bed (শয্যাগত ছিলাম) all day. This sudden illness prevented me from keeping the appointment.

Trusting this finds you all right,

I am,
Most sincerely yours,
Subhendu

3. Write a letter to a friend congratulating him on his getting the first prize.

Diamond Harbour,
The 10th April, 1984

My dear Nirmal,

Yours of the 8th instant is just to hand. It has given me very great pleasure to learn that you obtained the first prize for general proficiency (দক্ষতা) on the results of the annual examination of Class XI. Hearty congratulations on your brilliant success. Accept my good wishes for still brighter results in all future examinations. I can hardly find adequate words to express how proud I feel of having such a good scholar as my friend. I should, however, like to remind you of the proverb "All work and no play makes Jack a dull boy." I hope you will take regular physical exercise and keep yourself fit for hard work. May God bless you.

With my sincere love to you and my deep regards for parents.

I remain,
Ever yours,
Salil

4. Write a letter to your friend condoling with him on his father's death. (H.S. 1961, Comp.)

Suri,
Birbhum.
9. 10. 83

My dear Chitta,

I am greatly shocked to learn the sad news of your father's demise. I knew he had been ailing (অসুখে ভুগিতেছেন) long but I never dreamt that he would pass away so soon. The news took me by surprise. It is like a bolt from the blue (বিনা মেঘে বজ্রঘাত). Who knew that the end was so near? I regret I could not be by your side at the time of your greatest misfortune. You have your mother who needs consolation (সান্ত্বনা) and your brothers and sisters who need your care. I know all words of consolation are of no avail in this bereavement (প্রিয়জন বিয়োগ). Time is the only healer in an affliction (মানসিক ক্লেশ) like this. May God give you strength enough to bear the loss. We pray to God that the soul of your deceased father may enjoy eternal peace (চিরশান্তি) in heaven.

I hope to meet you very soon.

Your loving friend,
Mihir

5. Write a letter to a friend requesting him to accompany you in an excursion (প্রযোদ-ভ্রমণ). (H. S. 1962)

25 Amir Ali Avenue,
Calcutta-700017
15th June, 1983

My dear Sujit,

It is a week since I saw you last. On the very day we met, my cousins Paresh and Naresh whom you know came to our place in the evening. They have been here since and will stay two or three days more. They propose to visit the Botanical Gardens tomorrow, and I have been asked to accompany them. We intend to start for Chand Pal Ghat by 11 a.m. From there we shall cross the river in a boat. In the Garden we shall spend four or five hours visiting its different

parts. At 5 p.m. we shall have our tiffin there and then leave for home. While returning, we shall come by bus via Howrah Bridge. My cousins intend to enjoy the view of the bridge at sunset. Now won't you too accompany us? If you do not, I shall miss you very much. My cousins too will feel very much disappointed. So, do manage to come without fail. I have an important engagement here, otherwise I myself would have come to you. It promises to be a pleasant excursion and I hope you will enjoy it. More when we meet.

Hoping you will not disappoint us,

I am,

Ever yours,

Ajit

6. Write a letter to a friend describing how you spent the last summer vacation.

Ranchi

June 12 1984

My dear Khagen,

Our school closed for the summer vacation on the 5th April. On that very day I left for Ranchi where my eldest brother is at present living. Ranchi, as you know, is an excellent sanatorium in Bihar. So my brother wanted me to stay there during the vacation in order to improve my health. Accordingly, I decided to spend the whole vacation at Ranchi.

I visited several places of interest here. I visited the lunatic asylum (উদ্ভ্রান্ত আশ্রম) first and got a fair knowledge of the life of the insane persons who lived there. Then I visited the two beautiful falls—the Hudro Falls and the Jonah Falls, and were highly charmed with the beautiful scenery. I climbed a few small hills. At the tops of three of them there exist old temples. The Mohantas who are in charge of them received us cordially (আন্তরিকতার সহিত) and talked with us on different topics.

So during this long vacation I could not go through my

books. I shall leave Ranchi tomorrow, and reach Kalna the day after.

With best wishes.

I am,
Ever yours
Subhas

7. Write a letter to your brother describing your favourite game.

Ranaghat,
April 24 1984

My dear Brother,

In your letter you have eulogised (প্রশংসা করা) football as the best of all outdoor games. Yes, I too agree with you. Football is a universally (সর্বজনীন) popular game but football and hockey are too violent to suit me. I possess a delicate health. So it is not wise for me to participate (অংশ গ্রহণ করিতে) in any kind of rough game. Instead of any good result by it I have every chance of meeting with accidents. I have two favourite games—one for outdoor exercise and the other for indoor recreation.

For exercise and interest I like badminton best of all outdoor games. You may call badminton a lady's game, but I do not think so. It gives me an opportunity for plenty of exercise. It develops quickness of eyes and limbs. As a matter of fact it has considerably improved my health.

Of indoor games, chess seems to be the best. It is very interesting and requires great attention as well as thought. So for the players who play the game, it is all the time very exciting.

Your loving brother,
Souren

8. Write a letter to your friend describing a social gathering.

Birati, Calcutta-51
20th January, 1984.

My dear Arati,

Your letter reached me three days ago. I was right glad to receive it. Do not fail to write to me from time to time.

The 15th January was observed as the foundation day of our school. On this occasion our school was richly decorated with flags and festoons. A social gathering was held at 3 p. m. and it continued for four hours. The guardians of the pupils and the elite of the locality were all invited to the function. All the members of the School Committee including the President and the Secretary turned up by 2-30 p. m. The invited guests also began to come by that time. The Headmaster and the Secretary stood at the gate to receive them cordially. Two teachers of our school guided the visitors to their seats. The function began with an opening song of welcome. It continued for more than one and a half hour. The guests were treated (*আপ্যায়ন করা*) with a light refreshment, a concert and a magic performance. Towards the close of the function three of the invited guests made speeches, thanking the school authorities for the nice function and offered a few suggestions for the improvement of the school. The gathering then dispersed at about 7 p. m. Everybody enjoyed the occasion very much.

With love,

I am,
Ever yours,
Rina

9. Write a letter to your father stating how you hope to fare in the Higher Secondary Examination.

Calcutta,
The 29th March, 1984

My dear Father,

I am in receipt of your kind letter. I find you are very anxious to know how I have prepared myself for the ensuing examination and how I expect to fare in it.

The examination is knocking at the door so to say ; only a week more and I shall sit for the examination. You will be glad to learn that I have done my best to prepare myself for the examination. I have carefully revised all the courses of study and am hopeful of doing well in all the subjects.

including Mathematics. I have never been very proficient in Mathematics and much, therefore, depends on the nature of the paper which will be set. If it is a straightforward (सरल) paper, I shall be able to answer it satisfactorily. But sometimes, we get a paper full of tricky problems which hopelessly puzzle the students.

With my best regards for yourself and mother and love for brothers and sisters,

I am,

Your loving daughter,

Maya

10. Write a letter to a friend of yours describing a place of historical interest. (C.U.M. 1946, H.S. 1965)

Burnpur,

December 9, 1983

My dear Debesh,

In your last letter you asked me to give an account of my visit to Agra. So I give it in the following few lines.

Agra, as a place of historical importance, occupies a unique position in India. Certainly it can claim the finest building in the world, for in Agra one may see the Taj Mahal, a monument of wondrous beauty. The beauty of the splendid Taj will charm every visitor with great wonder. It is strange that even now after the lapse of several centuries it appears that the building was built very recently. But actually it was built by the Mughal Emperor Shah Jahan about 1630-1650 as a tomb for his favourite wife, Mumtaz Mahal.

The Taj stands in the midst of a garden, a great white marble building. In its centre there is a big dome and it has two smaller domes beside it. It has four narrow white towers, each standing alone at a short distance from one of its four corners. Upon the great central dome there is a golden pinnacle, two hundred and forty-four feet above the place where Empress Mumtaz and Emperor Shah Jahan lie

buried. Every part of the chamber is set (খচিত) with coloured stones of all kinds, and these stones look like flowers. The Taj stands on the Jumna and looks wonderful in moonlit night. It is so beautiful that my pen fails to describe its beauty. Although the Taj is the chief sight of Agra there are other myriad objects of sight, viz. the Agra Fort, Mati Masjid and Itimatdaula's tomb. The Agra Fort is one of the most striking buildings in India, The massive sandstone walls are a mile and a half in circumference and seventy feet in height. The Mati Majid or the Pearl Mosque is another of the glories of Agra. The Agra Fort is a massive structure, built by Emperor Akbar.

With love and best wishes,

I am,
Your loving friend,
Subhas

11. Write a letter to your friend thanking him for a birthday present and describing how you spent your last birthday.
(C.U.M. 1937 & 1940 ; H.S. Com. 1960)

Dum Dum,
Calcutta-700030
February 15, 1984

My dear Friend,

Thank you very much for your nice birth-day letter and the sweet present you have sent me. I am delighted with the charming little present which arrived here safely. It now stands on the table before me as I write. I shall keep and appreciate it, both for its real worth and as a token of your deep friendship. As you know, yesterday was my birth-day. I think, it was the happiest day I can remember. I must tell you all about the occasion.

I took a holiday from school ; my brother and father too returned early from their office. In the morning I found all my presents on the breakfast table. They were all very nice and everyone wished me a long and happy life. They all gave

me presents. Father gave me a fountain pen, mother a gold-ring and brother a beautiful book. I was happy to get these things. After breakfast we all went off for a picnic. Three of my class-mates who came to our place on the occasion accompanied us too. We had a jolly time of it and played all sorts of games. When we came back for tea, there were various kinds of sweets and cakes placed on the table, specially before me. I only wish you could have been here to enjoy it all too.

With love and good wishes.

I am,
Your loving friend,
Dipak

12. Write a letter to your cousin describing a marriage ceremony.

Assansol
July 20, 1983

My dear Cousin,

You will be pleased to learn that the marriage of my younger sister Sunity was solemnised on the very day fixed for it and everything passed off smoothly.

The marriage, as you know, was fixed for the 6th instant. The groom's party arrived at the railway station that day just after nightfall. We were waiting there to receive them with a band and a number of motor cars. With the groom's party we all went in a procession towards our house which was lavishly (প্রচুর ভাবে) illuminated and tastefully decorated with flags and festoons. The car reserved for the bridegroom was beautifully decorated with flowers. The groom and his party, when they reached our house, were led into a spacious hall which was well furnished and nicely decorated. After they had taken a little rest they were given delicious refreshments.

When the hour for the ceremony came, the groom and his party were taken to the marriage pandal where the invited guests were waiting. The ceremony took about two hours.

Then came the dinner in which about 500 guests parti-

cipated. The guests left just after the dinner but the groom's party, next day at 10 a. m. Suniti and the groom have received many valuable presents.

Please keep us informed of you all.

Your loving cousin,
Nalini

13. Write a letter to a friend describing an accident you have recently seen. (S. F. 1954 ; H. S. 1961)

Howrah,
June 3, 1984

My dear Subal,

I meant to write to you long before this ; but I had been so busy that I did not find time up till now.

I feel very sad today on account of a serious accident that happened this morning near the Post Office. It was a gruesome (বীভৎস) accident. I witnessed it when I was going to school. An old man of about eighty was going to the Post Office to drop a letter into the letter box. While he was crossing the road, a heavily loaded bus suddenly came up to him at the top speed (দ্রুততম গতিতে). The driver made a frantic effort (প্রচণ্ড প্রচেষ্টা) to stop the bus but failed. The passers-by raised a cry of alarm, but the old man failed to run away. The bus knocked him down, his left leg was broken and bruised, and he was lying in a pool of blood. Immediately I ran up to him and removed him to the verandah of the Post Office. Soon there was a crowd around him. Two young men at once called a taxi, lifted the old man into it and took him to the hospital. The Surgeon promptly attended on the wounded man.

This pathetic (করুণ) sight moved every heart and some of those who were there could not help shedding tears. I felt so sad that I could not persuade myself to go to school.

No more today. Do please write to me how you are getting on.

With love,

I am,
Ever yours,
Battakrishna

14. Write a short letter to your cousin describing a social function you have attended.

Barrackpore,
The 23rd April, 1984

My dear Cousin,

I had quite an interesting afternoon yesterday. The opening ceremony of our Boys' Common Room was performed yesterday afternoon. The function was presided over by the Governor of West Bengal and the Vice-Chancellor of Calcutta University was the Chief Guest on this occasion. The guardians of the boys, the leading citizens and the high officials of the town were all invited. The small building set apart for the Boys' Common Room was tastefully decorated (কুচিসম্মতভাবে সাজানো).

The Governor arrived punctually and formally opened the Common Room at 2 p. m. He advised the boys to attend the Common Room regularly and make the best use of the newspapers, journals, magazines and such other materials. Then the Chief Guest addressed the students, and delivered a short speech befitting the occasion.

After the speeches there was a magic show performed by a distinguished magician for over an hour. His performance was so astonishing that there was a pin-drop silence (সম্পূর্ণ নীরবতা) from first to last. Two of the visitors promised to award silver medals for his extraordinary skill.

After this the Headmaster expressed his hearty thanks to the Governor, the Vice-Chancellor and all other guests who were kind enough to grace this occasion by their presence.

With love and good wishes,

I am,
Your affectionate cousin,
Asit

1⁵. Write a letter inviting a friend to a picnic giving him full information about the day and time of starting place, transport, amusement, hour of return and the like.
(C. U. M. 1944)

Kalyani,
May 18, 1984

My dear Subhash,

I write a few lines here to tell you about the picnic we propose to arrange.

We are going to have a picnic in our country-house at Kalindi, eight miles from here on Sunday next. We propose to start at 8 a.m. and return at sunset. Our party will consist of myself, my younger brother Apu and three of my cousins whom you know. Father has allowed us to use his car. So we can easily travel to the country-house. But we have decided to drive further up to the bridge over the river and then come back to our favourite picnic spot at about 9 a.m.

We shall then prepare our food and eat our meal near the mango grove. After the meal we shall spend an hour in card-playing. We shall then enjoy an hour's boating in the river on which stands our country-house. The sunset in the river-side is really very charming and we, therefore, intend to stay there till sunset.

Now you can easily realise that the proposed outing will be very enjoyable. Will you come and join us? We shall miss you very much, if you do not,

Awaiting a favourable reply and with every good wish,

I am,
Yours affectionately
Indranath

16. Write a letter to your nephew describing an exciting incident (real or imaginary) that has recently happened in your neighbourhood.

Ranaghat
April 20, 1981

My dear Parimal,

We had a very exciting time last night. I was just coming

back from a walk with a friend of mine. At that time I noticed the sky in front of us lighted up brightly. As we walked on, we found a deep red glow all over the sky. I shouted, "It's a fire." My friend said, "You are right, I suppose. Let us go ahead and see what it is",

So we walked quickly and soon reached the spot near the fire. It was a big fire in the house of our neighbour. It was so hot that we could scarcely stand where we were. We therefore, walked back a few steps and were watching the horrible sight. By that time there was a crowd of hundreds of people watching it.

The fire brigade too had arrived and were sprinkling a flood of water on the building. But it was a long time before the fire-men could bring the fire under control. Happily, there was no other building close by and so the fire could not spread.

A member of the fire-brigade took out medicines from a box and rendered first aid to several of the inmates of the house who were fully unconscious for a while owing to shocks. Fortunately no life was lost.

I am all right. Trusting this finds you hale and hearty,

I am,

Affectionately yours,

Abinash

17. Write a letter to your uncle describing your visit to an exhibition.

Calcutta,

The 22nd January, 1984.

My dear Uncle,

You asked me in your last letter to give you an account of our visit to the Exhibition which was held at Kalyani. Well, I will do my best to comply with your request by giving you a vivid description of it.

The best section of the Exhibition was the one called "Bapuji who led us." There the whole history of the Indian National Congress with its struggle for freedom under the leadership of Mahatma Gandhi was shown in clay models and charts. The models were designed by the famous artists of Krishnanagar. The two struggles viz. the Civil Disobedience Movement against the Salt Law and Quit India Movement were the special features of the clay models.

The next important section was the portrait (প্রতিমূর্তি) of Acharya Vinoba placed on an elevated platform (উচ্চতর). It appeared that he was watching from there how the programme drawn up by Mahatma Gandhi was being followed by his followers.

Life-size statues of Rabindranath Tagore, Mahatma Gandhi and Netaji attracted the attention of a stream of visitors. The statues were placed on three corners of the Rotunda Park.

The industrial and the agricultural sections were also very attractive. The State Government section was one of the most attractive features (প্রধান আকর্ষণ). It showed every aspect of the development projects and welfare activities conducted by different states.

No more today. With love to yourself, aunt and the cousins,

I remain,
Your loving nephew,
Naren

18. Write a letter to a friend describing your favourite hobby.

Burdwan
The 27th October, 1983

My dear Mira,

You have asked if I have any hobby. Yes, just now stamp-collecting is my favourite hobby. I am very fond of collecting stamps, both Indian and foreign. Whenever I get an

opportunity, I knock at the door of every friend and ask him to help me with any stamps he has got in his house. Father and mother know that I have got this hobby and everyday they give me some stamps. My elder brother, who daily corresponds with the people in foreign countries, gives me foreign stamps every week. In this way I have already made a huge collection of which I am very proud. Whenever I spend I do not hesitate to spend money in buying date stamps, because a few of my collections are very rare. There are some people who make money by selling rare stamps and I approach them time to time.

Of course you may ask me "What is the use of collecting stamps?" Well, the chief interest is in the collecting itself. If you once get the collecting hobby, you will be very keen to get this or that rare specimen (দুর্লভ নমুনা) to complete your collection. The stamps are of numerous sizes and varied designs. These are artistically quite wonderful. So stamp collection gives me immense aesthetic pleasure.

There are some people who prefer gardening to stamp-collecting. Gardening is no doubt a source of pleasure and profit. It is also health-giving. But in the small house we live in, there is little scope for gardening.

Sincerely yours,
Sulekha

19. Write a letter to a friend describing your experience of a rainy day.

Raja Rammohon Roy Sarani
Calcutta-700009
The 15th July, 1984

My dear Tulsi,

In the letter under reply you have asked me to give an account of the heavy downpour in Calcutta of which you have read so much in the newspapers. In the following lines I shall describe my personal experience of it.

Letter (H. S.)—3

On the 8th instant I was coming back from school at 4-30 p.m. On the way I was caught in a heavy shower. As I had no umbrella with me, I took shelter under the portico of a big shop and lots of people did so. The rain lasted about an hour forcing me to wait there. I found to my utter surprise that the whole of Bidhan Sarani with its footpaths was under water. It seemed as if there were a deluge (মহাপ্লাবন). Whenever a tram or bus passed along the street, waves were formed on both sides. The sight was very interesting.

In Calcutta most of the people travel without umbrellas and so when rain continues, they are compelled either to travel by tram or bus, or to take shelter somewhere. So when it was raining cats and dogs, the trams and buses were all packed to their utmost capacity. As soon as the rain ceased, I started for home with shoes in hand, wading through knee-deep water and all people who went on foot did the same.

With love to you all,

I am
Yours sincerely,
Prakash

20. Write a letter to your friend describing the annual sports of your school. (S.F. 1957), H.S. Comp, 1960.)

K/S/10 C.P. Estate Belgharia,
March 18, 1984

My dear Balai,

In your last letter you asked me to give a short account of our annual sports. You will find it in the following lines.

Our sports were to commence punctually at 2 p.m. So all the competitors, junior and senior, turned up in the maidan by 12-30. They were given their respective badges at 12-45 p.m. I was also one of the competitors and took part in three events. There were altogether 12 events and of them hurdle race, sack race and orange race were the most interesting. The awkward performances of some of the competitors raised a peal of laughter (হাস্যের ঝোল).

among the spectators (दर्शक). In the cycle race one of the competitors who was expected to reach the goal first unfortunately met with an accident and hence there was a great disorder among the spectators for some time.

All the events were more or less interesting. Last of all came the most interesting one, I mean, the tug of war between the teachers and the students. It lasted ten minutes and ended in a draw.

The Principal of B.K. College who presided over the function gave away the prizes. He made a short speech befitting the occasion and himself awarded a prize of Rs. 20/- to the champion.

With love and best wishes,

I am,
Ever yours,
Samir Das

21. Write a letter to your father describing a railway accident.

Asansol
November 20, 1983

My dear Father,

I hope you have by now got my wire and come to know that I escaped miraculously from a railway accident without much injury. You must be very anxious to know the details and this is the reason why I hasten to drop this letter.

It was past 10 o'clock at night and I was lying fast asleep on a bunk. All on a sudden I felt a great jerking in our compartment: this jerking threw me down to the floor and I received bruises here and there. I rose upon my legs and heard heart-rending (হৃদয় বিদারক) cries from the bogies next to the engine. Other members of my compartment told me that there was a serious accident and that two bogies with passengers in them had been derailed. At once I jumped out of the compartment and ran to the actual spot of the occurrence. It was a pitiable sight. Most of the passengers

of those two bogies were seriously injured. In comparison with their fate I was practically unhurt. There was, however, no case of death.

According to the medical report thirty persons have been injured. The injuries of two are very serious and likely to prove fatal; the legs and hands of two other passengers have got to be amputated, and the right eye of another has got to be removed. As regards the rest their injuries are more or less minor.

With best regards to you and mother, I am,
Yours affectionately,
Paresh

22. Write a letter to your friend describing your visit to a book-fair.

7, Station Road
Uttarpara
25 December, 1983

My dear Ramen,

Last Sunday on the concluding day I had been to the book-fair in Calcutta and I enjoyed the visit immensely. I would like to tell you about my experience there.

This year the book-fair has been organized on an extensive scale near the Brigade Parade Ground near the Fort William in Calcutta. Several hundreds of publishers from different regions of India participated in the fair. The stalls set up by most of the participants were artistically decorated. The books on display there were written in nearly all the Indian languages. In a sense, the book-fair represented India in miniature. The gay-looking multi-coloured children's books were seen to co-exist with fat books of knowledge—solemn and serious—perhaps to provide a striking contrast. But the prices of books were, by and large, beyond the reach of men of ordinary means.

People of all ages—men, women and children—came to the fair in festive dresses and thronged the whole area. They sauntered from stall to stall, stopping here and there for a while to have a look at the books; there were, it appeared to me, more onlookers than buyers. That was the concluding day of the great festival, so to say, and so the rush was so overwhelming that we did not have any chance to look over any book to see for ourselves what it is worth. However, I bought a few books and found that they were quite good.

With the best of regards,

Yours ever,

Pritam

Sri Ramen Basu
7, College Lane,
P.O. Bishnupur,
Dist. Bankura.

23. Write a letter to your teacher stating your difficulties in learning English.

102, Ghoshpara
Bally, Howrah
3 January, 1984

Sir,

I have been reading English on the lines suggested by you. But in spite of my best efforts, I have not been able to make much headway in the subject.

The main difficulty in learning English is that in our day-to-day life we have nothing to do with English as a language or as a medium of expression. It is in our mother tongue that we communicate with others around us. We write or speak or hear English only in school. Secondly, English differs from our mother tongue in many respects so far as grammar and usage are concerned. I often commit mistakes in the proper use of prepositions and idioms, sequence of

tenses and changes of narration. I have read the chapter dealing with these topics and had sufficient practice too ; yet I have not been able to get over my difficulties. I have read the books recommended by you. I can explain the subject matter in my mother-tongue but when it comes to expressing anything in English, I fumble and pause and search for appropriate words invariably without success. I cannot write correct English in spite of my fairly good knowledge of grammatical rules and writing good English is a far cry I have been trying my best to make up my various deficiencies but I require further guidance from you. Won't you help me, Sir ?

Yours obediently,

Biman

S. P. Mitra, M.A., B-Ed., St. Cathedral School P.O. Krishnanagar, Dist. Nadia.

24. Write a letter to your sister describing your experience in the examination hall on the first day of the examination.

5, Nilmoni Som Street

P.O. Bhadrakali

Dist. Hooghly

March 4, 1984

My dear Rumi,

Our examination commenced yesterday. I did very well in Bengali. Today is Sunday. So I have a little time to dash off a few lines to tell you about my experience in the examination hall on the first day of the examination.

The worst thing about an examination, you know, is that it makes the examinees extremely nervous. So it did to me. My palpitation began when I entered the hall with

the ringing of the bell. I looked about for my seat nervously and found it without much difficulty. After sometime blank answer papers were distributed and soon thereafter question papers were handed to us. We had been so long waiting for the question paper and all the time praying for familiar questions. The moment I was handed the question paper my heart started beating faster. I heaved a sigh of relief when I went through it. No question was unfamiliar to me. I selected the questions (though the task was very difficult) and started writing without loss of time. Then began the race with time or rather the race against time. I scarcely raised my head except when teased by bewildered candidates from all sides. One pressed her foot on mine, another pricked me on the back with her pen and yet another cast a stealthy glance at my answer paper. This went on all the time. Sometimes invigilators warned them but it was of no avail. At last the final bell rang and I was ready to submit my answer-script. I did this on my own but answer-scripts had to be snatched from some of the examinees who had not stopped writing even after the ringing of the final bell. I came out of the examination-hall happy with my performance but I was not complacent for I would have to pass through other ordeals. This is all about my experience in the examination hall on the first day.

With the best of regards,

Affectionately yours

Rini

Miss Rumi Bose, 3 J. K. Street, P.O. Burdwan, Dist. Burdwan
--

25. Write a letter to your father describing how you are spending your days in the school hostel.

11, College Lane
P.O. Uttarpara
5 January, 1984

My dear Father,

It is natural for you to get worried about me for it is the first time that I have come to live away from home in a hostel. I must however, tell you that there is no need for it. It is a pretty good place and I feel quite at home here. Moreover, I am old enough to take care of myself.

I get up at about 4-30 a.m. half an hour earlier than what one is allowed to stay in bed, unless, of course, one is not ill. The warden goes round once to make sure that everyone is up. After a few minutes in the toilet, I go out for a stroll on the playground which warms me up. We have a hurried breakfast in our room at about 6 a.m. We work at our lessons till 9 a.m. By 10 a.m. we have to finish our bath and sit down for lunch. This sustains me till 4 p.m. when the school is over. Back to our hostel, we get our tea and snacks. Our playtime starts after this. I am back to my room by 6 p.m., so are others. At 9 p.m. we have dinner. I usually do some light reading in bed before I fall asleep. Lights are out by 10 p.m.

In short, hostel life is really charming and its main charm lies in its fun and frolic, its team-spirit and its comradeship. That is what one feels. I am making friends. Some of them are very nice to me. Once we went for a picnic by the riverside. We won a cricket match recently. That is how we live together and we enjoy every moment of it.

With the best of regards,

Yours affectionately,
Paramesh

Sri R. N. De
70 Station Road,
P.O. Asansol
Dist. Burdwan.

26. Write a letter to your pen-friend in America in reply to his query about the recent drought in West Bengal.

J. K. Street
P. O. Uttarpara
Dist. Hooghly
2 July, 1984

My dear James,

Your unexpected letter was indeed a surprise to me ; the more so because it exhibited a genuine concern for our country. The news of the recent drought in West Bengal seems to have disturbed you. As you are eager to learn more about it, I shall spare no pains to satisfy you.

As you know well, India is primarily an agricultural country. The agrarian picture of the country is not what it used to be before independence. Cultivated areas under irrigation have increased considerably but there is no denying the fact that our dependence on timely and adequate rainfall continues to this day. But it is unfortunate that West Bengal has often been a victim of the vagaries of the monsoons. So this State is in the grip of drought oftener than some other parts of the country are. You can see the parched soil gaping for water to quench its thirst. The inevitable result is that cultivation of paddy, cereals and vegetables has miserably failed. Ponds and tube-wells have dried up and drinking water has become scarce in the villages. The people there are almost starving and the cattle, being unfed, are dying.

Attempts are, however, afoot to meet the challenge. Gruel kitchens have been opened in the drought-affected areas. The villages are being provided with food and income under the 'Food for Work' programme. The situation is now under control but no one knows what will happen if there is no rain next year.

With the best of regards,

Sincerely yours,
Dilip

Mr. William James,
Flat No. 954
78, Union Square West,
New York,
New York 10003
U. S. A.

II. Specimens of School Letters

1. Write an application to the Secretary of your school for a free-studentship.

To
The Secretary,
Mitra Institution, Bhowanipur, Calcutta.
Sir,

I beg humbly to inform you that my father suddenly died of heart-failure on the 20th May last. His premature death has left us in utter distress. There is no other earning member in the family. There are little savings to fall back upon. I pray that you would kindly grant me a full free-studentship and oblige, or I have to give up my studies.

I have been more than four years in this school, never going below the third place in any examination.

I may hope that my teachers will speak well of me.

Yours most obediently,
Ajit Bose, Class XI

32 Harish Mukherjee Road,
Bhowanipur, Cal-700025
Dt. 3rd June, 1984

2. Write a letter to the Headmaster of your school for a full holiday on the glorious results of the school in the H. S. Examination.

To
The Headmaster,
Krishnanagar Govt. Higher Secondary School,
Sir,

Our School has done brilliantly in the Higher Secondary Examination, in which we all rejoice (আনন্দ বোধ করব). All our boys have passed, almost half in the First Division and half in the Second, one with a place among the first ten. This is an achievement of no mean glory. We feel very proud of this. We beg that, to mark this unique (অতুপন্ন) occasion and, by way of encouragement (উৎসাহ) to us, you would be pleased to declare to-morrow a full holiday.

We remain,

Sir,

Yours most obediently,
The students of Krishnanagar
Govt. Higher Secondary School.

Dated the 4th May, 1984

3. Write an application to your Headmaster seeking permission to hold a farewell meeting on the eve of retirement of a teacher, and soliciting his approval to your programme.

To

The Headmaster,

Hindu School.

Sir,

We, the pupils of your school, beg most humbly and respectfully to state that we intend to meet our revered Assistant Headmaster to accord him a farewell on the eve of his retirement. He was a popular teacher and very efficient too. So we consider it our sacred duty to hold a farewell meeting in his honour. We have also decided to present him a purse of Rs. 500 in that meeting. For your information we should like to state that this small sum has been collected from amongst ourselves. On this occasion we propose to take a photo of our beloved teacher and preserve it in our common room.

We, therefore, request you to be kind enough to allow us to hold the meeting in our school hall today at 4 p.m. and to accord your approval to the above programme.

Most obediently yours,

The 7th June, 1932.

The students of Hindu School

4. A Farewell Address

To

Sri Amal Kumar Banerjee, M.A., B.T.,

Teacher, Midnapore Govt. High School.

Sir,

We, the students of Midnapore Government High School, beg most respectfully to approach you with the humble token of our deep love and esteem (অনুরাগ) for you on the eve of your transfer to Calcutta.

Kindly forgive us, Sir, all our sins of omission and commission (দোষ-ত্রুটি). We remember with great regret that we often failed to act up to your loving advice, and we often gave you real cause of annoyance (বিরক্তির কারণ) by our childish conduct and indifference. Still you looked upon our failings with forgiving eyes, and you dealt with us with overflowing love and surprising patience. How we wish now we had been more obedient and alert all the time you were with us.

Sir, it will be no exaggeration (অত্যাতি) to say that your transfer is an irreparable loss (অপূরণীয় ক্ষতি) to us. In the course of the short period of your association with us you have made yourself very popular with your colleagues (সহকর্মী) and students alike. In you not only does the school lose one of the best teachers, but the students too an unerring guide, a sincere well-wisher and a wise counsellor.

Sir, though we deeply regret your transfer, we are somewhat consoled by the thought that wherever you may be, you will always shower your blessings on us.

We pray from the very core (অন্তঃস্থল) of our heart that the Almighty God may grant you a long and useful life, full of peace and prosperity.

Midnapore

June 10, 1984.

We remain,
Sir

Your most obedient pupils,

The students of Midnapore Govt. High School.

5. Write a letter to a friend describing an Inspector's visit to your school.

Murshidabad
March 25, 1984

My dear Nitish,

Thank you for your letter. I shall be very happy if you write to me from time to time.

The other day the Inspector of schools paid a visit to our school. He granted us one day's holiday. He visited all the classes and observed the method of teaching of our teachers.

He himself asked the students of every class two or three questions and was pleased with their answers. He inspected the office for about an hour. Before leaving he saw the drill of two classes and the demonstrations of our scout troop. At the time of leaving the school he said that he was pleased with what he had seen in our school.

The Inspector came just at 11-30 a. m. and left at 4-30 p.m. All the time the students behaved in a disciplined way and the teachers too did their duties with great care. The Headmaster was all along with the Inspector and showed him all the activities of the school.

With love and best wishes.

I am,
Yours very sincerely,
Ramen.

Specimens of Business-Letters

1. Write a letter to a book-seller complaining that another book has been supplied in place of the book ordered.

Raniganj
March 30th, 1984

To
Messrs. S. Banerjee & Co.,
Calcutta-9
Dear Sirs,

I received this morning the V. P. parcel sent by you. When I opened it, I found to my disappointment that the book it contained was not the book I had wanted. If you refer to my letter dated February 25, 1984, you will see that I placed an order for Political Science by Lilamoy Mukherjee & Utpalendu Sarkar for classes XI & XII, but you have sent Political Science by S. Banerjee for Degree Course. I am, therefore, returning the book to you. I shall be obliged if you send me by return of post the book I actually ordered for. It is very annoying to be served in such a careless manner, specially when I am in urgent need of the book. Please note that in returning the book I have paid the postage. So you are liable to pay the amount I have paid on this account.

I am,
Yours faithfully,
Rekha Bose

C/o Sri Niranjan Bose
Raniganj, Dt. Burdwn.

2. Write a letter to a Postmaster requesting him to make enquiries about a missing parcel of books.

Birati

April 23, 1984,

To

The Postmaster,
Birati Post Office.

Dear Sir,

A week ago the Oxford University Press, Calutta, informed me that they had despatched a parcel of books to me by registered post on the 10th March 1984. I should have received the parcel a day or two after the receipt of their letter, but it has not arrived yet. I shall be much thankful to you if you kindly make enquiries as to the fate of the parcel. I have written to the Oxford University Press and asked them too to make enquiries at the Post Office at their end. They have also asked to send you the number and date of their registration receipt. I hope you will attend to this letter promptly and let me know the position.

Yours faithfully,

Apurba Ranjan Banerjee,

A student of Class XI,

Birati H. S. School.

3. Write a letter to a firm complaining about the dealings (আচরণ) of one of its employees.

Jubilee Road,

Malda

May 29, 1984.

To

The Managing Director,
S. Banerjee & Co.
Calcutta-7.

Dear Sir,

I do not like making complaints ; but I must make one in the interest of your customers and your reputed firm. I think it is not to your own interest to employ in your firm an assistant who behaves rudely to your customers.

This morning I was in your shop and was being served by a young man. On enquiry I came to know that his name was Purnendu Chakraborty. He was very rough in his manners; he was very impatient when I tried to explain what I wanted. Then in a fit of anger, he flung a roll of cloth down on the counter, and went away muttering, "Nothing pleases some people."

I think he went beyond the limit. So I must ask you to obtain an apology from this assistant for his rudeness, or I shall be obliged to deal with another shop.

Yours faithfully,
Mihir Banerjee

Exercise

(Group I)

1. You were an eye-witness to a street accident. Write a letter to a friend giving an account of it.

Hints : Nature and place of the accident—the part played by the spectators and yourself—the damage or loss caused by it.

2. Write a letter to your friend describing your visit to a cinema show.

Hints : Occasion—companions—name of the film—the audience—your impression.

3. Write a letter to your parent at home in the following lines.

Hints : India is now a free country—the freedom has to be defended by her sons and daughters—you have a great mind to join one of the defence services—army, navy, air-force and ambulance—which one you like best and why ?

4. Write a letter to your father asking his permission to spend a few days with a school-fellow at his village home.

Hints : Name the vacation you propose to spend—who is your friend—why he has invited you—where is his home—

how long will you stay there—will it improve your health—how much money you want for the purpose.

5. Write a letter to your friend inviting him to come to your village home.

Hints : An account of how he will have to travel to reach your place—its natural beauties—games and entertainments you will provide for him.

6. Write a letter to your father suggesting the profession you wish to take up.

Hints : (i) Reasons for choosing that profession.
(ii) the special qualifications that fit you for it.

7. Write a letter to a friend of your village or town who lives abroad.

Hints : Give a picture of your village or town—its situation, area, population—its defects and needs—changes or improvements you would like to have,

8. Write a letter to your guardian on your life at school.

Hints : (i) Do you feel happy or unhappy in your school life and why ? (ii) What sort of school-life would you like to have for your brother and sister ?

9. Write a letter to your friend advising him to apply for admission to your school and pointing out why you think your school superior to others.

Hints : The good site of the buildings—spacious classrooms—qualified and experienced teachers and their care for the boys—teaching and tutorial exercises—the sports and games and the beautiful playground—the outdoor activities—social functions—debating section etc.

10. Write a letter to your guardian giving the description of a holiday excursion.

Hints : (i) A brief statement about the kind of excursion, (ii) your companions, (iii) arrangements made, (iv) sites visited, (v) your enjoyment and conclusion.

11. Write a letter to a friend about the games of your school.

Hints : Kinds of games organized—which games you like best and why—teachers supervising your games—competitive games usually played—description of a recent competitive game.

12. Write a letter to your cousin on your visit to a health-resort.

Hints : Your journey to Puri—the sea-beach—the waves—sea-bath—charming sunrise and sunset—climate—the temple of Jagannath—reasons for your liking the place.

Or,

A trip to Shillong—journey—hills, waterfalls, forests—inhabitants—places of interest, Shillong peak, lake, waterfalls, hydro-electric power station, the Pasteur Institute etc. zigzag roads—rows of pine trees—flowers—natural scenery—climate.

13. Write a letter to a friend giving some pleasant recollections of your childhood.

Hints : Your first day at school—the annual prize day and the prizes you carried—the annual sports and the prizes you got—farewell given by your class-mates at the time of your transfer to a school in a different town—an excursion to a neighbouring hill—a picnic.

(Group II)

1. Write a letter to your friend inviting him to attend the prize distribution of your school.

2. Write a letter to your friend telling him how you wish to pass the next summer vacation.

3. Write an application to your Headmaster or Headmistress asking for a week's leave on account of your father's illness.

4. Write an application to the Headmaster or Headmistress for admission into his or her school.

5. Write a letter to your cousin inviting him or her to spend the next summer vacation with you.

6. Write a letter to a friend congratulating him on his recovery from illness.

7. Write a letter to your mother about your hostel-life.

8. Write a letter to your brother about your school library.

9. Write a letter to your sister about the annual sports of your school.

10. Write a letter to a friend telling him how you spent your Puja vacation.

11. Write a letter to your cousin inviting him or her to your birth-day ceremony.

12. Write a letter to your uncle about how you are getting on with your studies.

13. Write a letter to a friend explaining why you are unable to accept his or her invitation to a dinner.

14. Write a letter to your cousin sending him or her a birthday present.

15. Write a letter to a friend describing your move to a new house.

16. Write a letter to your grandfather informing him of your safe arrival at the hostel.

17. Write a letter to your friend about a cricket match or a badminton tournament played by your school.

18. Write a letter to a friend expressing your grief at the death of his sister.

(Group III)

Answer each of the following questions in about 120 words :

1. Write a letter to your friend telling him what kind of further education or training you would like to have when you leave school.

2. Write a letter to any member of your family describing a holiday you have spent away from home.

3. Write a letter to a friend describing some competition held between your school and a neighbouring one.

4. Write a letter to a foreign acquaintance describing some festival which you have recently seen in your town or village.

5. Write a letter to your guardian explaining why you do not wish to take up some profession which he has suggested for your joining.

6. Write a letter to a friend in the city describing the joys of a village.

7. Write a letter to your teacher describing a place of historical importance.

8. Write a letter to your sister giving an account of a wedding.

9. Write a letter to a friend describing how you spent your summer vacation.

10. Write a letter to your mother explaining your ambition in life.

11. Write a letter to your brother describing the annual sports of your school.

12. Write a letter to a friend inviting him (or her) to your house for the summer vacation.

Specimen Letters on Descriptive, Narrative
and Reflective subjects.

1. Write a letter to your father seeking his permission to go with your school-team to play a football match in some distant town. (H. S. 1960)

Kalna
May 20, 1984

My dear father,

Our school team is going to play a friendly football match with the team of Barrackpore Government High School. The game will be played on the play-ground of Barrackpore Government High School on the 27th May. I am one of the four backs of our school eleven. So our Game Secretary has asked me to obtain your permission to go to Barrackpore with our school team.

Some of our teachers including the Physical Instructor will accompany us. Barrackpore Government School will arrange for our board and lodging. Our school will bear all the expenses of our journey both ways.

I have never been to Barrackpore nor even to Calcutta. The city of Calcutta has several attractions for the visitors. Our school party proposes to visit all the places of interest there. If I can avail myself of this golden opportunity, I can easily have a very pleasant excursion.

Awaiting an early reply,

I am,
Your affectionate son,
Rabi

2. Write a letter to a foreign acquaintance describing some festival which you have recently seen in your town or village.

Calcutta
The 15th October, 1983

My dear James,

Our Durga Puja festival has just been over. I should like to give you a brief account of it.

The Durga Puja festival is the greatest festival of the Bengalee Hindus. Like your Christmas it is observed with great pomp and splendour (জাঁকজমক).

This year the Durga Puja was performed here in about 160 places. It is a happy and joyous occasion for all the Hindus, rich and poor. All of them made purchases of clothes and several fancy things on this happy occasion. There was a grand display of commodities (পণ্যাদ্যাদি) for sale in every hope, big or small. Cloth shops were found crowded shop with customers from morning till 10 o'clock at night.

As usual, this festival lasted for four days. In every Puja pandal the mother goddess Durga was worshipped by a priest with offerings of flowers and sweets. The sacred slokas of *Chandi* were read out in every pandal by the priest. The *Arati* which was performed in the evening attracted streams of visitors. On the fourth day came the immersion ceremony. In the evening of that day the images were carried in grand procession along the streets and immersed into the Ganga.

Yours sincerely,

Ashutosh Sen

3. Write a letter to a friend who has just recovered from illness, inviting him to your sea-side home for a change.

(H. S. 1960)

Ranchi

April 27, 1984.

My dear Mantu,

Your long silence gave rise to the suspicion that you were seriously ill. So I wrote an express letter to your father inquiring about your present health. He sent me a prompt reply saying that you were down with typhoid. The other day he gave me the happy news of your complete recovery. We are now fully relieved of the suspense (উৎকণ্ঠা) in which we passed our days so long.

I learn from your father's letter that you were confined to bed for about two months, and this protracted

(दौर्बल्य शक्ति) illness has reduced you to a skeleton (कंकाल). After such a serious illness a change of climate is essential for you to recoup your health. You know that Puri is a beautiful sanatorium. Lots of people come here for a change. We shall be very glad if you come to Puri and live with us for a month or so. Our house is near the sea-beach. So you will enjoy the sea-breeze day and night. Morning and evening walk along the sea-beach is likely to improve your health definitely. Mother tells me that she will spare no pains to give you every comfort here. So do please come here as soon as possible and let me know by return of post when you are coming.

With every good wish,

I am,
Yours very sincerely,
Benu

4. Write a letter to your friend suggesting a place for a holiday excursion.

Or, Write a letter to a friend inviting him to come to you for a joint holiday excursion.

(H. S. 1962)

Bongaon

May 10, 1984

My dear Bimal,

Our school closes for the summer vacation on the 20th instant. I hope your school also will close by that time. How do you intend to spend this long vacation? We have made an arrangement for a holiday excursion. The other day two of my cousins visited our house and discussed with me how this long vacation could be profitably spent. Our country is making much headway (উন্নতি) in different spheres. We are not in touch with recent changes except through books. There is a gulf of difference between reading or hearing and seeing with one's own eyes. We have, therefore, decided to visit some important places, namely, Durgapur, Chittaranjan, Sindri and Damodar Valley Project areas. This visit will give us a valuable experience. It will give us an idea of the

different projects (পরিকল্পনা) that have been undertaken in these places for the economic advancement of the country.

I shall be very pleased if you too join us in the proposed excursion. Tell your father that this will be an interesting excursion but will not cost us much. We have a relative or two in most of these places where we shall be able to put up (বাস করা) during our short stay there. If you can obtain your father's permission, come and see me tomorrow to discuss more about it.

Yours sincerely,
Bijan

5. Write a letter to your friend telling him what kind of further education or training you would like to have when you leave school.

Jalpaiguri
June 10th, 1984

My dear Debasis,

Now that my examination is over, I have hardly anything to do. In my vacant mood one thought always haunts my mind. And this is about my further education. As you know I have taken up the science course in the Higher Secondary Examination. Now my father wants me to go for engineering, but I have no liking for the profession of an engineer. I want to be a doctor. The medical profession has a great attraction for me. It is only in this profession that I will get an opportunity of serving the humanity. But there is now a great demand for engineers. An engineer can earn a lot of money and at the same time help the country in its industrial development. But as I am not very strong in mathematics, I am not sure of success in this line. So I cannot make up my mind whether I should take up engineering or medical course. However, I shall soon consult my mother and come to a final decision before the college session begins.

With love,

I am,
Yours sincerely,
Asit

6. Write to a friend telling him what you propose to do during the two months when you will be free after your Higher Secondary Examination.

Birati,
20. 4. 84

My dear Gautam,

I have worked very hard for the examination. The strain has been too much for me. It has seriously told upon my health. So I have made up my mind to recover my health during the recess after the Higher Secondary Examination. During the first fortnight after the examination, I shall take complete rest and spend the time in playing, and gossiping, and visiting friends and relations. But after this period, I have no mind to idle away the time. That is not my habit. My first duty will certainly be the improvement of my health. For this I shall all along take regular exercise both morning and evening every day. Beside this I propose to do some useful service in my own humble way. Some of my neighbours are so poor that they are unable to engage any tutor for their children. They themselves have no time to look after them. My parents also have no time to help my younger brother and sister in the preparation of their lessons. I have decided to help not only my brother and sister, but also some of the school-going children of my neighbours who are in need of my humble service.

Yours ever,
Dipak

7. Write a letter to a friend about the most enjoyable day you ever spent.

(H. S. 1961)

Bally,
10th May, 1984

My dear Pundarikaksha,

My last birth day was the most enjoyable day I ever spent. My pen fails to describe what a jolly time it was from morning till late hours of the night.

Early in the morning I found all my presents arranged on the breakfast table. Father gave me a camera, mother a fountain pen and brother a beautiful book of travels. They wished me a long and happy life. All these things made me very happy. At midday the invited guests began to arrive with all sorts of presents. The blessings of the elders and best wishes of the friends were showered on me. Then we had songs and other kinds of amusements. This was followed by a grand feast. In the afternoon the guests left wishing me many happy returns of the day. In the evening, various kinds of sweets and cakes were placed on the table, specially before me.

I was on that day very dear to all. They showed me their deep love and wished me a happy and prosperous future (উজ্জ্বল ভবিষ্যৎ). The entire celebration centred round me and I was, in fact, the hero of the day.

Thus my last birthday was a red letter day of my life which I shall always remember with immense joy.

Yours' ever,
Satish

8. Write a letter to a friend about the necessity of compulsory military training in our schools and colleges.

Siliguri,
20. 4. 1984

My dear Anukul,

In the next session I will join the N.C.C. unit of our school. There are many benefits of joining the National Cadet Corps. Cadets have a preliminary (প্রাথমিক) military training which may stand them in good stead in future. In my opinion military training should be made compulsory in schools and colleges. Every free country must have adequate military strength for its defence. But it is very expensive to maintain a large standing army during peace time. So if the college students and the senior school students undergo a little military training in their student life, in times of emergency (জরুরী অবস্থায়) these trained people may be recruited

and mobilised (যুদ্ধে আহ্বান করা) within a short time. Moreover military training will teach them the value of punctuality and discipline. Such a training will make them healthy, alert, agile and dutiful. This training will arouse in them a spirit of patriotism and a sense that they are their country's soldiers.

Let me know in your next, what you think of my views in this matter.

Yours sincerely,
Subimal

9. Write a letter to a friend informing him of the course of studies you have taken and explaining the reasons of your choice.

Burdwan,
The 2nd April, 1984

My dear Bimal,

We have not met together for the last three months. So I had not the opportunity to inform you of the course of studies I have taken up. You will be surprised to learn that I have taken up the science course. As you know I have a natural bent (বৈক) for literature. But after careful deliberations with my father I have thought it proper to take up the science course. My ambition is to become a doctor. The medical profession alone can serve the two fold purpose of earning money and at the same time doing a noble service to the suffering humanity. I am shocked (স্তম্ভিত) to think of the heavy rate of mortality in our country. I also note with grave concern the abnormal death rate of children and their mothers at child-birth. By being a doctor I shall have opportunities to reduce the rate of mortality in our country, as other civilised countries have done. A medical man commands respect from all classes of people, rich and poor. These are the reasons which have led me to take up science course as the course of my studies, because without taking up this course I am not eligible (নির্বাচিত হওয়ার যোগ্য) for joining a medical college.

Yours sincerely,
Sukanta

10. Write a letter to your friend giving him your impression about a cinema show you have witnessed.

35 Hindusthan Park,

Calcutta

25. 4. 84

My dear Dwijen,

You know that I am not much in favour of cinema going. The number of cinema shows I have attended totals four. When any film of educative (শিক্ষামূলক) and moral value is produced, my father takes me to Bijoli. Sometime back I went to see the film "Sri Sri Ramkrishna." I think it is the most instructive film ever produced in Bengali. In my opinion it is also a very successful production. The hall was full to its utmost capacity and many people had to go back disappointed, as all the seats had been booked day in advance.

The picture represents all the important characters successfully. The parts of Sri Sri Ramkrishna, Swami Vivekananda and Rani Rashmani have been admirably portrayed. There is no defect at all in their performance. You will be surprised to hear that the very appearances of the actor who has played the part of Swami Vivekananda is exactly like that of the latter.

The film is highly instructive. The actor has been very successful to reveal to us the character of the great saint in all its aspects. In these days of immoralities and materialism (তামসীকতা), the pictures like that of Sri Sri Ramkrishna are highly valuable. Though much has been said against cinema-going and I am also dead against cinema-haunting (পুনঃপুনঃ দিনেয়ায় যাওয়া), pictures like the above will do more good than harm.

With love and best wishes,

I am,
Yours sincerely,
Parimal

11. Write a letter to a friend explaining why you want to have a television set in your house.

Dum-Dum

The 10th April, 1934.

My dear Subimal,

You will be delighted to learn that we have decided to get a television in our house. Some people consider the possession of a television as a mere luxury. But my views are quite different for reasons more than one.

To my mind countless are the benefits of having a television. If at the close of a day of tiresome work and great worries you want relaxation, your television will offer you a large amount of it just for the asking. Are you a lover of music? Your television will entertain you not only with the songs and music of the great musicians of your own country but also with those of foreign countries. Not only that, but also you will see their pictures reflected in it. Are you a lover of dramas and recitations? You can easily see the pictures of eminent actors and actresses through the television. It is also possible for you to see and enjoy the cricket and football matches in a television without moving an inch from your house. Are you interested in the current news of important events happening all over the world? Without moving an inch from your house you will learn them through your television.

In short, a television set may for the present be a luxury to the common people since its price is too much, but it is a thing that may do immense good in various ways, and this is the reason why we propose to have a television which has the double effect viz. the audio-visual effect in our house.

With love and best wishes,

I am

Your loving friend,

Rakhal

12. Write a letter to your cousin describing your visit to the Zoo.

Nabadwip,
April 15, 1984.

My dear Cousin,

You will be pleased to hear that I had been to Calcutta last month and according to your advice paid a visit to the Alipore Zoo. I was charmed with what I saw there.

When I was in the Zoo, I seemed to belong to the whole world and not to any particular country. I was at a loss to decide where to begin.

At first I saw lions and tigers in their respective (নিজ) cages. I went straight to the door of each of them and had a look at them. In a big cage I saw a lion and a lioness pacing up and down majestically (রাজকীয়ভাবে). But they seemed to have lost much of their native vigour. There were some Royal Bengal tigers in separate cages. They bore all the stamp of their ferocious (ভয়ঙ্কর) and blood-thirsty nature. There were leopards, panthers, camels, elephants, giraffes, zebras, various kinds of deer, and many other animals of different species.

From this area we hurried to the area where there were hundreds of birds of various description. Most of them belong to the species (প্রজাতি) unknown in our country. The chattering of these birds and their variegated plumes (চিত্রবিচিত্র পালক) gave us immense pleasure.

Last but not the least, came the monkeys and apes. They too were large in number and varieties. We enjoyed a lot of fun there. When we made faces at them, they too in return made faces at us in a very funny way.

I am,
Yours affectionately,
Benu

13. Write a letter to your friend describing a cricket match.

Nischinda,
The 20th April, 1984

My dear Gopal,

The other day our college team played a cricket match with Surendranath college team. You will be glad to learn that we beat Surendranath college by 30 runs.

The rival team won the toss and elected to bat. The opening pair was a pair of their best players. They began to score freely and were not separated before they scored 95. But then there was a sudden collapse (দম্পূর্ণ পতন) and the remaining players could not score more than 35 runs.

After a recess (বিরাম) of half an hour our team went in to bat at 3 p.m. The beginning was very discouraging. We lost two wickets when not a single run was scored. But the tide of the game turned in our favour when our third and fourth batsmen were together. They were not separated before they scored a hundred runs. The next two players too began brilliantly but they could not score more than 40 runs. Then in our case too there was a sudden collapse. The remaining players scored just 20 runs. Thus we defeated the rival team by 160 runs to 130.

According to the spectators the game was not so hard contested and exciting. Most of the members of both the teams were mere novices.

I remain,
Yours cordially,
Dipak

14. Write a letter to your younger brother about the usefulness of reading newspapers. (H. S. Comp. 1960)

Hindu School Hostel,
Nabadwip,
Dist. Nadia,
28. 4. 84.

My dear Paresh,

Father tells me you are always busy with your text-books and have no time to turn to anything else. So I am afraid, you have no time to read newspapers. This is the reason why I hasten to dash off (তাড়াতাড়ি লিখিয়া ফেলা) a few lines on the usefulness of reading newspapers.

A newspaper is a great boon to modern civilization. In the dark ages of the past newspapers were unknown. It was not, therefore, an easy task for people in those days to **know** what was happening in different parts of their own **country**, not to speak of what was happening in other countries. But thanks to newspapers, things are quite different now. Sitting at home the people of one part of a country can daily know through newspapers what the people of the other parts are doing or saying. They can also know the news of the remotest corners of the world. A newspaper is a summary of current events. In order to make our knowledge perfect and make ourselves all round, we should keep ourselves acquainted with the current events. A student who fails to read newspapers daily omits an important thing. Remember mere book-knowledge or only a good diploma will not adequately help you in the world. In order to keep abreast of the times (যুগের সঙ্গে সমভাবে চলা) you must keep your eyes and ears open. Newspapers will help you a good deal in this direction.

I am,

Yours affectionate brother,
Rathindra

15. Write a letter to your younger brother on the value of discipline in student-life.

Contai,

The 20th April, 1984

My dear Bhabesh,

In this letter I will tell you a few words on the value of discipline in student life.

Discipline is of great importance in every walk of life. Youth is the seed-time of life. So every student should observe the rules of discipline, as they should try to acquire other good virtues. There is a saying, he who wants to command must first learn to obey. A student who is not well-disciplined in his school or college life can hardly be expected to be well-disciplined in his subsequent careers. He will not turn out to be a good citizen when he grows up, and cannot be expected to prosper in life. Moreover, without discipline no institution can be successfully run. Successful teaching becomes impossible in a class where the students are ill-disciplined and do whatever they like. Similarly, a good game is not possible in a playground where the players are not well-disciplined. Students should, therefore, observe the rules of discipline in the class as well as in the playground.

Now-a-days many students are indisciplined. They think that to flout (অবজ্ঞা করা) the authorities, not to bow down to orders or rules is an act of bravery. You must brush away such an idea from your mind.

With love,

I am,

Yours affectionately,

Phani

16. Write a letter to your friend about a quarrel you had with someone whom you knocked over with your bicycle on the road. (H. S. 1978)

Calcutta,
The 20th June, 1983

My dear Hiren,

I am going to narrate in this letter an unpleasant incident that took place a few days back. On Sunday last I was cycling along the C.I.T. Road. When I came near the Linton Street Post Office, another man rushed forward to cross the road. So I knocked over him with my bicycle. At this that man grew furious (ক্রুদ্ধ) and took me to task for this accident. He got some injuries no doubt but these were very slight. I regretted for this accident but protested that I was not alone responsible for this. I said that I rang the bell as a timely warning but he did not follow the warning. Not being satisfied with my explanation he was about to beat me up. Just at this time an elderly gentleman who was passing by intervened (মধ্যস্থতা করিলেন). He was able to pacify that man and I was then allowed to leave the place.

With best wishes,

I am,
Yours sincerely,
Dhiren

17. Write a letter to a friend about the school strike in which your friend took part. (H.S. 1968)

Bally
June 15, 1983.

My dear Gautam,

I learn that there was a student's strike in your school and you took a leading part in it. According to newspaper reports the students misbehaved very much. They broke the school furniture and damaged the other school properties. There were, I understand, some pupils who were willing

to attend their classes. But the strikers prevented and maltreated them. All these they did just in the presence of the Headmaster and other teachers. Is it not a gross violation of discipline and a show of great disrespect to the teachers? I am shocked to hear that you were one of the ring-leaders (দলের সর্গার). Can you tell me what good you have derived from it? You might have some grievances and just ones. But could you not get them redressed with the help of your Headmaster? I hope you will no longer take any active part in any strike like this.

With love,

I am,
Yours sincerely,
Anup

18. Write a letter to your elder brother, who has gone to England for his studies about how you miss him at home.

(H. S. 1968)

Birati, Calcutta 51,
The 10th May, 1984.

My dear Brother,

Since you left for England I have been missing you very much. As long as you were at home, you were my constant (দব সময়ে) companion, and I took delight in everything I did. I now feel very lonely. Mother remains extremely busy with domestic duties. Father is also busy with his legal profession. So I cannot enjoy their company whenever I like.

You used to take physical exercise every morning. I too found great delight in following you. But now physical exercise seems to me dull and monotonous (একঘেয়ে). In preparing my lessons I received help from you whenever I needed it. But now I can hardly get it from father or mother as they are very busy people. During holidays I often played indoor games with you but I have no playmate

(খেলার মাঝী) now. Thus, at every step I feel your absence very keenly.

With love and best wishes,

I am,

Very affectionately yours

Nitish.

Specimens of Official and Demi-Official Letters

1. Write an application to the Director of Public Instruction for a stipend, to enable you to join a College.

College Street, Cal-9

The 4th July, 1983

To

The Director of Public Instruction, West Bengal.

Sir,

I respectfully beg to apply for the grant of a stipend to enable me to prosecute my studies in a College in Calcutta.

I appeared in the School Final Examination this year from Bangabasi Collegiate School and passed the Examination in the First Division, obtaining 625 marks.

My father is a poor man and has a large family to maintain and so he is quite unable to afford the expenses of sending me to College. It is, therefore, absolutely necessary for me to ask for some financial help, if I am to have the chance of higher education in a College.

I come of a respectable Brahmin family of Birati. I am sending herewith copies of testimonials from my Headmaster and some gazetted officers which show that my character and conduct at School were good, and I was a good and diligent student.

I pray that you would be kind enough to consider my case sympathetically.

I have the honour to be,

Sir,

Yours faithfully,
Bikash Chatterjee

2. Write an application to the Chairman, District Board praying for some tube-wells being sunk in your locality.

To

The Chairman,
Bankura District Board,
Sir,

We, the inhabitants of Chhatna in the district of Bankura beg most respectfully to approach you with the following prayer which we hope, will meet your kind consideration and judicial action.

Almost in all summers our village suffers from great scarcity (দুষ্কপ্যতা) of pure drinking water. Some of the tanks have become practically silted up; others that can still supply water are almost dried up in summer. All that we can find there is simply liquid mud. There being no alternative, we have to fetch this dirty water and use it even for our drinking and other purposes. This is why Cholera breakout *in an epidemic form* (মহামারীর আকারে).

The scarcity of water is most keenly felt on Sundays and the suffering of the people knows no bound (সীমা). A market sits here every Sunday. It attracts buyers and sellers from the villages around within a radius of six or seven miles. So we feel the greatest scarcity on the Sunday.

In the circumstances stated above, it is our earnest prayer that you will be pleased to sanction the expenses of sinking three tubewells in our village, one in the market place and the remaining two in two different parts.

Dated, Chhatna.

The 10th July, 1984.

Yours faithfully,

.....

3. Write an application to a commercial firm for the post of a junior clerk.

To
Messrs. Macmillan & Co. Ltd.
Calcutta-1.

Dear Sirs,

I have just seen your advertisement for an experienced junior clerk. So I beg most respectfully to offer myself as a candidate for the post.

I passed the Madhyamik Examination of the Secondary Education Board of West Bengal in 1981 and served as a clerk for two years in the firm of Messrs. S. Banerjee & Co.

I am twenty years old, and come of a respectable family.

I beg to enclose copies of testimonials as to my character and experience.

I hope you will give me a trial. I can assure you, if I am selected for the post, I will do my best to give you full satisfaction.

The 22nd December, 1983

I am,
Yours respectfully,
Amal Sen
Dum Dum, Calcutta.

4. Write a letter to the chairman of your Municipality for providing street lights in your area.

To
The Chairman,
Uttarpara-Kotrung Municipality,
Uttarpara

Re : Prayer for the provision of street lights
Sir,

I, on behalf of the inhabitants of Sakher Bazar Lane area of Bhadrakali beg to place the following facts for your kind consideration.

This area is an old one but it was not so crowded even ten years ago. During the last few years however, many new houses have been built and the area is now very crowded. On either side of Sakher Bazar Lane many new residential buildings are in the making. But unfortunately the number of street lights here is quite insufficient. This has been a source of serious inconvenience to the inhabitants of the area.

In view of the circumstances stated above, I would request you to be good enough to look into the matter personally and provide more street lights in the area as early as possible.

Bhadrakali,

July 1, 1984

Yours faithfully,

Asim kumar Basu

33, Sakher Bazar Lane

Bhadrakali.

5. Write a letter to the Health officer of your Municipality drawing his attention to the insanitary condition of your locality.

To

The Health Officer,

Bally Municipality,

Bally.

Re : Insanitary condition in Ward No 1. of the Municipality.

Sir,

I have the honour to draw your attention to the present insanitary condition of our locality (Ward No. 1) to enable you to take immediate action in the interest of the suffering tax payers.

The streets of our area are not being cleaned regularly. The municipal sweeper makes his appearance once in a blue moon to sweep the area. The inevitable result is that heaps of garbage and rubbish have been lying accumulated on the streets for days together. The rotten garbage has

been giving out a nauseating stench. The drains are not cleared for weeks. Consequently, the whole thing has become an intolerable nuisance to the people of the locality. There has been a large number of cases of reported sickness and the filth accumulating in drains is believed to have been responsible for this.

In view of the circumstances stated above, I would request you to be kind enough to issue order for the removal of the filth immediately in the interest of the residents.

Chaital Para,
Bally, June 23, 1984

Yours faithfully,
Purnendu Chakraborty
(Ward No. 1)

6. Write a letter to the Traffic Manager of a Railway describing the inconvenience caused by the late running of trains,

To

The Traffic Manager,
Eastern Railway,
Howrah Division
Fairlie Place,
Calcutta—700001

Re : Late running of trains

Sir,

May I invite your attention to the late running of trains in the Howrah Division of Eastern Railway and the inconvenience thus causes to the poor commuters like us ?

Trains have not been running according to time table for quite a long time. At times they are late by thirty to forty-five minutes. Sometimes they are late by more than an hour. Such a state of affairs—a sad commentary on the efficiency of the administration—cause great inconvenience to the commuters. Office goers cannot reach office in time.

Their unpunctual attendance at office or other avocations of life are being seriously dealt with by the authorities concerned. The students are losing lectures in the classes and their percentages too.

It is needless to say that it is scandalous on the part of a public utility concern and this must not be allowed to continue any longer.

I would, therefore, request you to be kind enough to take appropriate steps without delay to ensure that trains run strictly according to time table to convenience of the commuters.

Thanking you,

191, B.K. Street,

Uttarpara

21 March 1984

Yours faithfully,

S. C' Banerjee

7. Write a letter to the Postmaster General, West Bengal circle requesting him to take necessary steps to open a branch Post office in your village.

To

The Postmaster General,

West Bengal Circle,

Calcutta—700001,

Re : Opening of a branch Post Office at Rukminipur,
a village in the district of Hooghly.

Sir,

I would like to draw your attention to the distressing fact that the village of Rukminipur (P. S. Nabagram, District—Hoogtly) is still going without a Post Office. The nearest Post Office at Nabagram is about six miles away. The road connecting the two places is not metalled and it becomes a bag of mud and water during the rains. This adds to the distress of the villagers.

The village in question has a fairly good case for having a Post Office of its own. It has a population mostly

middle class and literate of about a thousand. The outgoing letters run to about a hundred a day on an average and in coming letters also are of the same order. A member of people receive remittance from outside and at the end of every month about three hundred money Orders are received, Under the circumstances, a Post Office in this area is a pressing need.

I would pray to you to be kind enough to take up the matter at your earliest convenience and remove the long-felt want of the people of Rukminipur.

Mrigen Das
Vill :—Rukminipur
Po. & Ps.—Nabagram
Dis.—Hooghly
30 April 1984

Yours faithfully,
M. Das.

8. Write a letter to the Landlord of the house you are occupying requesting him to make certain repairs to the premises.

Sitala Bari
South Station Road
P. O.—Agarpara
24 Parganas

Dear Sir,

I have been your tenant for the last ten years, I had no occasion during this period to make any complaint with regard to the building or rather part of the building in my occupation. However, I feel that certain repairs are overdue and these cannot be put off any longer. These are not accessory to but essential for the minimum condition of comfortable living. Moreover, if these are not altered to in time, the house itself may be badly damaged and the whole thing is bound to be a costlier affair in the long run.

The white wash has gone and the plaster is peeling off in places. This morning a large chunk of plaster fell from the ceiling on the table in my bed-room. It might have fallen on my head and hurt me.

The roof is leaking at several places. If these are not repaired before the onset of the rains, we are bound to have very uncomfortable time.

The taps are out of order and drip all the time. These, too, have to be replaced.

You may kindly come and see everything for yourself before taking a decision in the matter.

With kind regards,

Uttarpara,

7 May 1984

Yours Sincerely,
Ganesh Ch. Guha

Sri P. K. Roychowdhuri

9/3/1, College Square

Calcutta—700073

9. Write a letter to the editor of a newspaper requesting him to publish an appeal for help to a flood stricken area.

To

The Editor,

The Amrita Bazar Patrika, Calcutta.

Dear Sir,

I shall be much obliged if you kindly lend me the hospitality of your columns to publish the following appeal for fund in aid of the flood-stricken people of Midnapur district.

The flood that has recently visited the district of Midnapur is one of the most devastating (ধ্বংসকারী) floods ever witnessed by its people. Hundreds have lost their lives and countless others have been rendered homeless and foodless. The wretched and pitiable condition of the survivors beggars description. The heavy showers continuing for the last few

days have greatly added to their miseries. Cholera and typhoid have also broken out in epidemic form here and there. The fund at our disposal are too meagre (অল্প) for the urgent and immediate needs. It is our fervent appeal to the people of every province of India that they will immediately come forward with generous gifts in aid of their distressed brethren. Any contribution, however small, will be thankfully accepted by the undersigned. Those who cannot afford to spare money may kindly send rice and cloth. Timely help is essentially necessary. And delay will cause deaths in horrible numbers.

August 15, 1983,

Yours faithfully,
P. N. Banerjee
Secretary,
Midnapur Relief Society,
Midnapur.

10. Write a letter to a newspaper advocating the establishment of a Public Library in your town.

To
The Editor,
The Hindustan Standard, Calcutta.
Dear Sir,

May I draw the attention of the public of Kalna to the desirability of setting up a free Public Library in this town through your esteemed paper?

The town has recently grown in size and importance. Formerly the reading public of this town was small. But thanks to the school and the college, every year a large number of people are coming out who have acquired a taste for reading. They should be provided with adequate facilities for reading. But there being no Public Library here, their taste for reading is likely to die out. So there should be a good library here open to the public.

I, therefore, propose that a committee be immediately

formed with the leading people of this town as its members and an appeal for funds be issued at an early date to start a public library here initially on a modest scale.

Yours faithfully,

The 10th May, 1983

Paritosh Mukherjee

11. Write a letter to the Editor of a newspaper about the inconvenience caused by frequent load-shedding in your locality.

To

The Editor;

The Statesman.

4, Chowringhee Square,

Calcutta—700001

Sir,

Would you kindly allow me through the Columns of your esteemed paper, to draw the attention of the Government to the inconveniences caused by frequent load-shedding in our locality ?

Admittedly, load-shedding is widespread in Calcutta and its suburbs but no area is perhaps affected so frequently and for so long everyday as our own. Prolonged power-cuts almost everyday disrupt life in homes and work in small shops and industries like hosiery, plastic and ready-made garments suffer. Pumps do not work and so taps run dry. Consequently, we suffer because there is scarcity of water. We are not only to pay higher electricity bills but also to bear additional expenses on kerosine and candles. At night we have moments of panic when there is a long spell of load-shedding and a sense of insecurity grips us. Business suffers and the local economy registers a sharp decline. But the worst sufferers seem to be the examinees. With no lights and fans, they are really at sea ; they do not

know how to complete their preparations for the ensuing examination.

It is time that the Government took proper steps to set things right and restore normalcy in the power situations.

7, Rajendra Avenue,
Uttarpara
3 April 1984

Yours faithfully.

A. K. Majwa

12. Write a letter to the Editor of a newspaper about the inconvenience caused by the unscrupulous use of micro phones during religious festivals.

To

The Editor,
Amrita Bazar Patrika,
14A, Ananda Chatterjee Lane
Calcutta—700003

Sir,

Our festivals are gradually becoming nightmarish owing to the unscrupulous use of microphones. They blare out nothing but film-songs at all hours of day and night. The sound is so loud and often so atrocious that one can scarcely get a wink of sleep at night. One's nerves get frayed and after a sleepless night one can hardly do an honest day's work.

One cannot protest against all this for that will invariably mean going it alone. Public opinion so certainly against this but it is not vocal for the local rowdies under whose patronage all this is carried on are there with their muscle-power to stifle any voice of protest or even of any dissent. So the dying patients are obliged to shorten their earthly tenure in spite of themselves and the students suffer. But there is no redress.

It is time that all right thinking people come forward in protest against this unscrupulous use of microphone

during religious festivals and impressed on the Government the necessity of curbing this vulgar practice.

22, Nilmoni Som Street.

P. O. Bhadrakali,

Dist. Hooghly

11 February 1984

Yours faithfully,

S. Sarkar.

13. Write a letter to the Editor of a newspaper about the convenience caused by street beggars in your city.

To

The Editor,

The Statesman,

4, Chowringhee Square,

Calcutta—700001

Sir,

The ever-increasing number of street beggars in every town or city of our country must be a cause for concern for all right thinking people. Street begging in fact, has become a positive nuisance and it is time that suitable steps were taken to check it.

In every town or city they are in plentiful numbers. They are in the streets; they are at the market place; they are at the bus-stops and tram-stops in front of tea-stalls and restaurants and in fact in every conceivable corner. It is impossible to move freely along the pavements because of them. Sometimes they stretch their hands and obstruct our way when we are in hurry to catch a bus or tram to our home. One can easily imagine the annoyance this gives rise to. At times they thrust their hands through the windows of trams and buses and beg for something. Many of these beggars suffer from infectious diseases and pose veritable health hazards. They use the public lavatories, sleep on the pavements or on the benches in the parks and make all the places very dirty. Some of them are quite young and able to work. There is no reason why they should be allowed to beg. Charity

is no doubt a virtue but unthinking charity does more harm than good to the beggars as well as to the country. It is time that Government took proper takes to stop this nuisance once for all and at the same time set up home or institutions to look after the invalid amongst them.

7, Bowbazar Street,

Calcutta

12 April 1984

Yours faithfully,

A. Mukherjee

14. Write a letter to the Editor of a newspaper commenting on reckless driving by drivers of motor cars buses and lorries.

To

The Editor,

The Statesman,

4, Chowringhee Square,

Calcutta—700001.

Sir,

Would you kindly allow me to enter a protest in your columns against the reckless driving of motor cars, buses, minibuses and lorries in the streets of our town? The high speed at which these vehicles are often driven along the public roads is a great nuisance. It is a positive danger to school-going children, to women, to old men and cyclists.

Accidents take place almost daily mainly due to reckless driving. The drivers of these vehicles are always in a hurry are in no mood to observe the rules of the road. The police seem to take little or no notice of the violation of the rules by these reckless drivers.

It is time that the authorities took suitable steps to stop reckless driving which is not only a nuisance but also a public hazard.

14, Goswamipara Road,

P. O.—Bally (Howrah)

13, May 1984

Faithfully yours

P. C. Sarkar

15. Write a letter to the editor of a newspaper complaining against the inconvenience caused by hawkers who spread their wares on roads and pavements.

To

The Editor,
The Statesman,
4, Chowringhee Square
Calcutta—700001

Sir,

As things stand now, it is really difficult to guess what pavements are meant for. They are crowded with stalls which have sprouted up on both sides of the busiest thoroughfares. Knick-knacks and petty stationery goods spread on the pavements for sale often spill over into the road making a virtual traffic bottle neck. Cars, buses and trams have to slow down to a crawling pace; they are, at times, actually held up indefinitely. As a result, busy people hurrying for office or home have to thread their way through the jam and find it difficult to reach their destination in time. They also become victims of road accidents.

The police show great energy by fits and starts but their half-hearted drives against these hawkers prove inconsequential. They leave at short notice only to stage a come-back with a greater zeal and the improvised hide and seek continues to the disgust of the pedestrians.

It is time that the authorities stopped this public nuisance in the larger interest of all concerned.

Gandhi Colony,
Santinagar,
P.O.—Bhadrakali
Dist.—Hooghly
11 June 1984

Yours faithfully,
K. Majumdar,

16. Write a letter to the editor of a newspaper complaining against the sale of impure and exposed food in the city.

To

The Editor,
Amrita Bazar Patrika,
14A, Ananda Chatterjee Lane,
Calcutta—700003.

Sir,

May I draw the attention of the appropriate authorities to a matter of grave public importance through the columns of your esteemed paper? It is the sale of impure and exposed food in our city and its hazards.

Vendors selling cut and peeled fruit, snack, sweets etc. at roadside places which lie exposed to dust and flies is a familiar sight in our city. Swarms of flies issuing from nearby garbages and settling on them is a sight with which no body is unfamiliar. The leaves on which food is usually served are seldom cleared; the scraps of old newspaper used for the purpose too are full of germs. The ice which is used to cool fruit-juices, shakes etc. is kept lying on the ground in a most unhygienic manner. Besides, the way ice is manufactured in our country makes it an easy disease-carrier. The result is that people suffer from cholera, dysentery and many other infectious diseases. It is a pity that the city-fathers are either indifferent or blind to this nuisance; the police, too, simply take no notice of this serious health hazard.

It is time that the authorities concerned wake up to the realities of the situation and banned the sale of this sort of foodstuff.

91/79, Rajendra Avenue,
P. O.—Uttarpara
Dt.—Hooghly
5 June, 1984

Yours faithfully,
A. K. Deb Biswas.

17. Write a letter to the editor of a newspaper on the need for more trams and buses during office hours in Calcutta

To

The Editor,
The Statesman,
4 Chowringhee Square,
Calcutta—700001

Sir,

May I draw the attention of the authorities concerned through the columns of your esteemed paper, to the plight of commuters bound for Calcutta during office hours? The number of trams and buses (including minibuses) that usually ply during this period is utterly insufficient. The result is that the sufferings of the passengers of trams and buses during office hours beggar description. Calcutta, the biggest city in India is burdened with a very large population and has a network of offices and other establishments where millions of people are employed. They have to attend offices daily from different parts of the city and from the neighbouring areas. They have to depend mainly on trams and buses. But unfortunately, these trams and buses are too few in number to cope with the situations during the peak hours of traffic, people jostle on foot boards and hang precariously from whatever they can lay their hands on. Naturally, accidents are a daily occurrence. Precious lives are lost; many escape death but yet crippled for life. Besides, the sheer exhaustion resulting from the nightmarish sort of journey renders us completely unfit for any serious work in the office and the society suffers in the long run.

It is high time that the authorities realized the problem faced daily by the commuters and arranged for better transport facilities to them in the greater interest of the society.

103/31, Goswami para Road,
P. O.—Bally,
Dt.—Howrah
11 September, 1983

Faithfully yours,
D. K. Mukherjee

18. Write a letter to the editor of a newspaper about the inconvenience caused by strikes and hartals.

To

The Editor,
The Statesman,
4, Chowringhee Square,
Calcutta—700001.

Sir,

The efficacy of strikes or hartals as an expression of protest or as a way of airing the grievances of the masses is not denied. The fact cannot be disputed that they have secured for the working classes better wages and healthier conditions of service. But too many of them i.e. strikes, hartals or as they are called these days bandhs tend to blunt the weapon which ought to be handled with utmost care and caution. To be effective, they must be few and far between. They do great damage to trade and industry and the economy of the country suffers in the long run. They cause much inconvenience to misery; daily wage earners, hawkers pavement-stall-holders and people from different walks of life suffer. As transport is not allowed, Patients lying in a critical stage cannot be shifted to a hospital nor can those in hospitals be attended on by their relatives. Consequently, a lot of urgent work suffers.

It is therefore, time that the sponsors pondered carefully before giving the call for stike or hartal or bandh and refrained from resorting to such drastic steps without trying other methods of protests.

Yours faithfully,
D. N. Chaudhury.

91/19, S. N. Mukherjee Street.

P.O.—Uttrapara,

Dist.—Hooghly.

13 March 1984

19. Write a letter to the editor of a newspaper complaining about the inconvenience caused by processions in the streets of Calcutta.

To

The Editor,
The Statesman.
4, Chowringhee Square,
Calcutta—700001

Sir,

The late Jawaharlal Nehru seems to have made a correct statement when he said that Calcutta was city of processions. The remark was unsavoury and naturally some of us took exception to it. But it is now clear to everyone that he was not altogether wrong. A few days ago I was in a hurry to get to the S. S. K. M. Hospital from Marpara with a patient struggling for life. But I was intercepted by a long procession. The ambulance which was rushing with the patient was not allowed to pass in spite of repeated entreaties. Just behind me there was a private car with an old man in it making hectic attempts to push forward. The old man too, was bound for a nursing home in south Calcutta where his only son was critically ill. The patient in the ambulance died before we could get to the hospital. I don't know what happened to the old man in the private car.

These processions have become a regular feature of the streets of Calcutta. They have something in common. They are organized and backed by political parties. Their followers march along the streets with flags and placards shouting fiery slogans. They block up the streets and bring traffic to a stand still. This is done when the offices break up and after the day's toil all are eager to return home. No sensitive man is expected to have sympathy for these processions and their organizers.

9/1/19, Chanditala Street,
P. O.—Bhadrakali
Dist.—Hooghly
19 April 1984

Yours faithfully,
S. K. Banerjee

20. Write a letter to the Editor of a newspaper about the activities of the anti-social elements in your locality.

To

The Editor,
Amrita Bazar Patrica,
14A, Ananda Chatterjee Lane,
Calcutta—700003

Sir,

It has become very difficult to live in peace in our locality owing to the emergence of anti-social elements as a powerful group. They have made decent living impossible. They are a gang of young people having little education and no culture at all; nor do they have any moral character in the traditional sense. They make meaningful gestures and filthy remarks at the school and college going girls. They would have tea and snacks at a restaurant or feast in a confectioner's shop but would pay nothing for the food taken. They demand and extort money from shopkeepers and refusal to oblige them is not treated with levity. These anti-social elements come down heavily on them. Everybody is afraid of them and the police overlook everything they do. Most people hate them but fail to take steps against them for fear of their personal safety.

But being morally weak, they are, at heart, afraid both the police and the youths of the locality. It is time that the young men of the locality and for that matter of all localities, organized resistance against these anti-social elements of society. The police, too, have a duty. They must not remain passive onlookers as at present.

Kalyan Gosh
P. O.—Barasat
Dist.—24 Pargana
3 June 1984

Yours faithfully,
P. K. Som.

21. Write a letter to the editor of a newspaper regarding the urgency to stop adulterations and giving short measure.

To

The Editor,
The Statesman,
4, Chowringhee Square
Calcutta—700001

Sir,

It is no secret that dealers in essential goods are by and large very dishonest. It is owing to them that pure articles of food are getting scarce day by day. Rice, milk, spices, oil etc. are being adulterated. Fruit is ripened artificially and this does more harm than good to our health. They give short measure by various unscrupulous means and thus cheat customers. Ration shops are no exceptions; rather, they are notorious in this type of cheating. According to reliable sources, a grocer serving a clientele about one hundred customers daily earn an extra profit of Rs 70/- everyday by resorting to short measure.

I would request you to impress on the Government, through your editorial comments, the necessity of taking immediate steps to stop adulteration in food and giving short measure to unsuspecting and innocent customers. Exemplary punishment to the offenders may serve as an effective cure.

8/31/39, Rajendra Avenue 1st lane,
P. O.—Uttarpara
Dist.—Hoogly
9 May 1984

Yours faithfully,
S. K. Banerjee

22. Write a letter to the editor of a newspaper describing the transport difficulties you daily face in going to your school or college.

To

The Editor,
The Statesman,
4, Chowringhee Square,
Calcutta—700001

Sir,

May I ventilate the plight of a commuter like me through the columns of your esteemed paper? I am a student of class XII of Hindu School in Calcutta. I live at Uttarpara. I have, therefore, to travel regularly by train from there to Sealdah on my way to my school at College Street. Generally I try to catch one of the few Dankuni locals available 8 a. m. and 10 a. m. at Bally Ghat Station. But these trains are regularly irregular and when they arrive, they are so crowded that it is very difficult to get into a compartment. By the time the train reaches Dum Dum Station, the compartments are packed to suffocation by passengers who generally seem to like Dankuni locals for their journey. The train stops here and there on the way often for a pretty long time and I find myself late when at last I reach my school often the train is so late in coming that I have no alteration but to travel by bus, first to Shyambazar and from there to College Street, hanging precariously outside the entrance of the vehicle. It is a nightmarish experience but I have to risk the hazards involved.

But none seem to bother about the hellish situation. Almost every year there is a hike in the fares of trams, buses and other types of vehicles but the authorities concerned are callously indifferent and it seems that the safety of the passengers in no ones concern. This state

of things should not be allowed to continue and the Government must act as its should.

Banerjee Pare,
P. O.—Uttarpara,
Dist.—Hooghly
27 March 1984

Yours faithfully
A. K. Chakrabarty.

23. Write a letter to the editor of a newspaper ventilating your views against taking a dowry.

To

The Editor,
Amrita Bazar Patrika,
14A, Ananda Chatterjee Lane
Calcutta—700003

Sir,

Recent dowry deaths have brought out the fact that the practice of dowry is indeed a curse to our society. The prohibition of Dowry Act was passed in the year 1961 but it has been honoured more in the breach than in its observance, in fact; has become a mere scrap of paper. Resents made at the time of a marriage having legal sanction, it is really, difficult to do away with the practice of dowry. The parents of a bride are compelled by circumstances to offer a handsome dowry which often pass for presents. But this story of a bride's family does not end here. Dowries are sometimes made or demanded even long after marriage and if the uncharitable demands are not met with, the bride is mercilessly harassed to death. In this way many young lives are lost through inhuman cruelty and torture.

It is time that the authorities concerned took necessary steps to make dowry in any form a cognizable offence and enforce the provision of the Prohibition of Dowry Act 1961. At the same time social conscience should be agitated and

roused against this inhuman and hateful practice and effective resistance should be organized against it.

171, G. T. Road,
P. O.—Bally
Dist.—Howrah
12 May 1984

Yours faithfully,
P. Sen

24. Write a letter to the editor of a newspaper on the scarcity of small coins in the country and the resultant inconvenience felt by the public.

To

The Editor,
Amrita Bazar Patrika,
14A, Ananda Chatterjee Lane
Calcutta—700003

Sir,

Of late, small coins have disappeared from the market. Currency notes of higher denominations can be exchanged for small coins only if we are ready to pay the discount asked for by unscrupulous dealers in small coins. In the market place, the sellers who are unable to return the balance for a currency note request their familiar customers to pay another day or to buy more to square it up. Transport companies have started issuing coupons in asked up small coins in fare transactions. Commuters often refuse to accept these 'Coupon' or accept them not without protests and this invariably gives rise to unseemly quarrels between the commuters and the conductor. Thus, the scarcity of small coins has assumed serious proportions and affected people from all walks of life.

We do not know what is there behind this scarcity of coins. But whatever may be the reason or reasons, the

Government should lose in time to make an all-out effort to ease the situation and to put a curb on the black-markets who are trying to fist in troubled waters.

Station Road

P. O.—Chinsurah

Dist.—Hooghly

3 July 1984

Yours faithfully

A. A. Rahim

25. Write a letter to the editor of a newspaper in support of the decision of the Government of West Bengal to abolish the teaching of English at the primary stage.

To

The Editor,

The Statesman,

4, Chowringhee Square

Calcutta—700001

Sir,

The Government of West Bengal have at last abolished the study of English at the primary stage of educations. This is indeed, a welcome decision. The students will have their first lessons in English from class VI onwards. Reforms of any sort generally evoke protest from people not readily amenable to reason. So this attempted reform also has raised a storm of controversy. Dissenters are, it must be admitted, are a force to reckon with.

It is generally accepted by all that true education aims at bringing out the best in a man. At the primary stage it is enough for a pupil to learn how to read. Write a express himself in his mother-language. He should be encouraged to think freely and acquire knowledge of his surrounding. The syllabus should be light ; it should include nothing to make it an object of terror to the young learners.

English is a foreign language and it is not easy to learn. So if it is thrust upon the children at a very early stage of their education, it should prove burdensome. This is unlikely to help matters ; in all probability this burden will cripple the development of their brain.

Considering all these facts, I hold with conviction that the decision of the Government of West Bengal has been timely and in the right direction.

171, G. T. Road,

P. O.—Bally.

Dt.—Howrah

11 June 1984.

Yours faithfully

P. Sengupta.

26. Write a letter to the editor of a newspaper expressing your concern over the abolition of English at the primary stage of education.

To

The Editor,

The Statesman

4, Chowringhee Square,

Calcutta—700001.

Sir,

The Government of West Bengal have decided to abolish the study of English at the primary stage of education. The study of English, it has also been decided, will be taken up from class VI. This decision, on the whole, seems unwise. It will be recalled that a similar experiment tried in some of the states soon after our independence flopped in no time ; it was found harmful and hence abandoned. The fact is that even three decades after our independence English enjoys a position of prestige everywhere in India and it is a link language side by side with Hindi. Technical education higher studies, success in various competitive examination for lucrative jobs require a sound knowledge of

English. So we cannot do without English at last in foreseeable future. In that case it will be foolish to reduce the period of study of English at school. In many countries of the world, more than one language is taught at the primary stage. In the USSR for example, the pupils are required to study three languages e.g. the regional language, Russian and one foreign language. Bangladesh has prescribed Bengali, English and Urdu for the students at the primary level. The Kothari Commission recommended the study of English from class V but except the Hindi speaking ones most other states began it much earlier to the advantage of their children.

Personally, I find no reason why pupils in West Bengal should not start learning English from the front year of their education.

54/1/1, Charakdanga Street,

P.O.—Bhadrakali,

Dt.—Hooghly

27 February 1984

Yours faithfully

P. C. Chatterjee

Exercise

1. Write a letter to your brother about your school library.
2. Write a letter to your sister about the annual sports of your school.
3. Write a letter to a friend telling him how you spent your Puja vacation.
4. Write a letter to your cousin inviting him or her to your birthday ceremony.
5. Write a letter to your uncle about how you are getting on with your studies.
6. Write a letter to a friend explaining why you are unable to accept his or her invitation to a dinner.
7. Write a letter to your cousin sending him or her a birthday present.

8. Write a letter to a friend describing your shifting to a new house.
9. Write a letter to your grandfather informing him of your safe arrival at the hostel.
10. Write a letter to your friend about a cricket match or a badminton tournament played by your school.
11. Write a letter to a friend expressing your grief at the death of his sister.
12. Write a letter to your friend telling him what kind of further education or training you would like to have when you leave school.
13. Write a letter not exceeding 20 lines to any member of your family describing a holiday you have spent away from home.
14. Write a letter not exceeding 20 lines to a friend, describing some competition held between your school and a neighbouring one.
15. Write a letter to a foreign acquaintance describing some festival which you have recently seen in your town or village life.
16. Write a letter to your guardian explaining why you do not wish to take up some profession which he has suggested for your joining.
17. Write a letter to a friend in the city, describing the joys of village.
18. Write a letter to your teacher describing some place of historical importance.
19. Write a letter to your sister giving an account of a wedding.
20. Write a letter to a friend describing how you spent your summer vacation.
21. Write a letter to your mother explaining your ambition in life.
22. Write a letter to your brother describing the annual sports of your school.

23. Write a letter to a friend inviting him (or her) to your house for the summer vacation.

24. Write a letter not exceeding 20 lines to one of your friends suggesting a plan for a holiday excursion.

(C.U.M. 1944)

25. Suppose you had to pass a night in a haunted house. Describe your experience in a letter addressed to your elder brother.

(C.U.M. 1947)

26. Write a letter to your cousin describing how you spent your vacation in your village home.

27. Write a letter to a friend advising him to apply for admission to your school and pointing out why you think your school superior to others.

(C. U. M. 1950)

28. Write a letter to a friend describing a memorable event in your school or town or village.

29. Write a letter to a friend describing any function in which you have participated actively.

30. Write a letter to your sister describing a day's shopping in the Pujas.

31. Write a letter to a friend describing the ambition of your life.

32. Write a letter to a friend telling him what you will do if you get a large sum of money in a lottery.

33. Write a letter to a friend describing a public meeting you have attended.

34. Write a letter to your father describing a memorable function held in your school.

35. Write a letter to a friend describing your first day at college.

36. Write a letter to your sister describing a heroic deed you have performed.

37. Write a letter to your brother describing an amusing incident you have ever seen.

38. Write a letter to one of your friends about the Independence Day celebration in your school or town.

39. Write a letter to your father describing the extra-curricular activities of your school.

40. Write a letter to your sister about your favourite author and why you like him best.

41. Write a letter to a friend and your impression of a theatrical performance you have witnessed.

42. Write an application to the District Magistrate for the establishment of a charitable dispensary in your village.

43. Write an application to the Postmaster General, West Bengal for opening a post office in your village.

44. Write a letter to the editor of a newspaper stating your views on the low percentage of passes in Higher Secondary Examination.

45. You are on relief work in famine-stricken or flood-stricken area. Describe in a letter to your father the condition on the people in that area.

46. Describe in a letter to a friend any social service you have rendered to your village in a vacation.

47. Write a letter to your younger brother explaining the evils of cinema-going on the part of student.

48. Write a letter to your co-worker giving a plan for the improvement of a village in your district.

49. Write a letter to the District Magistrate informing him of the distress caused by a flood in your locality and soliciting prompt measure or relief.

50. Write a farewell address to your Headmaster on the eve of his retirement.

Higher Secondary (+2) English Questions

1978

1. Write a letter to your friend describing an excursion that you have recently made.

1979

1. Write a letter to your friend describing some of your vain attempts at early rising.

1981

1. (a) Write a letter to your elder brother, who is staying in a hostel, giving your impressions of the first day of the Higher Secondary Examination at which you are appearing.

Or, Write an application to your Principal or Headmaster for leave to attend your sisters wedding giving reasons why your presence is required.

Or, Write a letter to the editor of a newspaper stating undesirability of matinee shows on weekdays.

1982

Write a letter to your friend telling him how you intend to spend the long holidays after your examination.

Or, Write a letter of apology to your younger sister for not remembering to send her a gift on her birthday.

1983

Write a letter to your friend regretting your inability to join a picnic party to which you were invited

Or, Write a letter to your sister recommending a book you have recently read and enjoyed

Or, Write a letter to the editor of a newspaper describing the transport difficulties you daily face in going to your school or college.

Or, Write a letter to the editor of a newspaper about the frequent failure of electric supply in the locality where you live.

1984

Write a letter to your friends father asking him to allow your friend to accompany you on a tour of a neighbouring state.

Or, Write a letter of thanks to a relation for a beautiful birthday gift.

Or, Write a letter to the editor of a newspaper complaining about the high price of everyday necessities.

PRE-CIS-WRITING



PRINTED BY

PRE' CIS-WRITING

1. What is a Pre' cis ?

Pre' cis (Pronounced as pre' cisi), a French word has the same Latin root as the English word 'precise' which means exact or accurate. Its Latin root is 'Praecidere' which means 'to cut short' or 'to abridge'. In English the word pre' cis is used in both the senses. It means 'a concise or abridged statement, a summary or an abstract' (O. E. D.). In other words, it is the 'gist' or 'the main theme' of a passage expressed in as few words as possible, with proper stress on the points according to their importance. An ideal pre' cis should be lucid, succinct and full (i.e. complete with all essential points) so that any one reading it may be able to grasp the main points and general effects of the passage summarised.

2. Substance and Pre' cis :

There is not much difference between a pre' cis and a substance. But a pre' cis is usually shorter than a substance ; in fact, it is a substance of the substance of the original passage and unlike a substance it bears a title. Otherwise, the general rules of pre' cis-writing are also applicable to substance-writing.

3. Some conventions followed in Pre' cis-writing :

(a) **Title :** A pre' cis must have a title.

(b) **Length :** A pre' cis differs from a substance mainly in its length. Sometimes students are instructed to limit their pre' cis to a certain number of words. In the absence of such instruction, the pre' cis must be approximately one-third of the original passage.

(c) **Paragraph :** The pre' cis of a passage is normally contained in one single paragraph.

(d) **Reported Speech :** A pré'cis is essentially of the nature of a report. It is, therefore, customary to write a pré'cis in the third person. As a rule, a pré'cis should be in Reported Speech and the rules for Reported Speech should be followed.

(e) **Tense :** A pré'cis may be in any tense. In many passages "the author's thoughts on some serious educational or topical matter are written in the **Present Tense**. Thus, one presumes, the opinions expressed in the passage still apply and there is no need to change the author's use of the Present tense etc...In a narrative passage (usually in the **Past tense**) simply follow the tenses of the passage except for occasions when the author uses direct speech, in which case you must change those words into indirect speech." (Heaton and Stocks)

(f) **Language :** A pré'cis should be written in your own words. Except for the technical and scientific terms, names of persons, places etc. no other words or expressions should be borrowed from the original passage.

(g) **No comment or criticism :** There is no scope for making any personal comment or criticism in a pré'cis.

4. Guide-lines for writing a pré'cis :

(a) Read the given passage carefully. If necessary, read it several times to get its main theme or general meaning.

(b) Examine the passage minutely to make sure of the meaning of each sentence, phrase and word.

(c) Supply a short title which will express the subject.

(d) Select and note down the important points essential to the expression of the main theme.

(e) Note the length or number of words prescribed for the pré'cis and write out a first draft.

(f) While you do this, you should bear in mind that you are to express the gist of the passage **in your own words and not in quotations from the passage**. You should, therefore, aim at compression by recasting rather than by mere omission of words or expressions. Your pré'cis must be self-contained.

and a connected whole. "Add nothing ; make no comment ; correct no fact."

(g) Revise your draft and compare it with the original to make sure that you have not left out any important point. Compress it further, if necessary, to keep it within the prescribed word-limit, correct all mistakes in spelling, Grammar and idioms and see that it is properly punctuated. The language should be simple and direct.

(h) Write out neatly the fair copy under the title you have already chosen.

Unseen Passages Worked Out

1. Passage

A certain Italian Bishop was remarkable for his contented disposition. Though he met with many *crosses* and difficulties in his journey through life, yet it was observed that he never *repined* or *betrayed* the slightest impatience. An intimate friend of his, who highly admired the virtue which he thought it possible to imitate, one day asked the *prelate* if he could communicate the *secret* of being always satisfied. "I can easily teach you my secret" replied the good old man. "It consists in nothing more than making the right use of eyes." His friend begged him to explain himself. "Most willingly ;" *returned* the Bishop, "in whatever state I am, I first of all look to heaven, and *reflect* that my principal business is to go there. I next look down upon the earth and *call to my mind* that when I am dead I shall occupy but a small space of it. I look then abroad into the world and observe what *multitude* of men there are, in every respect, less fortunate than myself. Thus I learn where true happiness is to be found, when all our cares must end and how very little reason I have to complain."

Word-meanings : Prelate—bishop, বর্মবাজক। Crosses—affliction, দুঃখকষ্ট। Repine—feel discontent, অদন্তোষ প্রকাশ করা। Betray—show, প্রকাশ করা। Returned—replied, উত্তর দিল। Reflect—think. Call to mind—remember. Multitude—great number. Secret—রহস্য।

Pre'cis

Title : The Secret of Contentment.

An Italian Bishop was asked by an intimate friend to explain his habitual cheerfulness in a trouble-laden life. The Bishop said that it was due to his realization that there were people more miserable than he. He added that death would end his sufferings. Besides, he would occupy a small space of earth and that he would be truly happy in heaven—his destination.

(65 words)

2. Passage

One night in January, he made a *marvellous* discovery about the planet Jupiter. He found that, just as the earth has one moon, Jupiter has several ; yet, strange to say, there were still people who would not believe him even when they saw the moons through the telescope. Of course, Galileo only laughed at them. He had many friends and he thought that there was no need to bother himself with folk who did not want to believe their own eyes. And so, for many years he continued to make new discoveries and to teach people about Copernicus. "The earth" said he, "moves round the sun," and explained all the good reasons which he had for believing this.

Unfortunately poor Galileo was living at a time when it was not always wise or safe to teach what other men did not believe. And now, when so many people were listening to Galileo his enemies were *alarmed* and angry. "He teaches things which are not in the Bible," said some. "He is against the church of Rome", said others. "He believes things which the church does not teach. All these ideas are wicked. The

learned churchmen say that the earth does not move round the sun." (S. F. 1952)

Word-meanings : Marvellous—wonderful. Alarmed—frightened, ভীত। Bother—worry, চিন্তা করা।

Précis

Title : Galileo in his time.

Galileo's discovery that the planet Jupiter has several moons was not given credence to by many people, even though they were shown the moons through the telescope. Yet he continued making discoveries and teaching people that the earth moves round the sun at a time when religious bigotry was rife. Dismayed by his growing audience, his enemies charged him with heresy and sacrilege. [63 words]

3. Passage

A great quarrel once arose between the stomach and the limbs of the body. The hands said, "Why should we be always at work, doing every kind of duty and never resting all day, while the stomach sits quiet?" The feet replied, "True! And why should we walk mile after mile, and carry the body here and there while the idle stomach does nothing of the kind?" And the head remarked, "See how I think and hear and look about and work. When did the lazy stomach ever think a thought, hear a sound, or see a single thing?"

The *rebellious* limbs agreed that they would *band together* to injure their worthless enemy. The feet promised to *refrain* from carrying the body where food might be found; the hands said that they would never prepare any food; and the head said that even if they did, the mouth should not receive it. Thus, thought they, the stomach would *be starved* and their revenge would be complete. But when the stomach received no food, limbs grew so weak and ill that they soon gave up their plan, and decided that the stomach was of some use after all.

পাপাদক্ত। Inflamm—জ্বাতিত কৰা, বন্ধিত কৰা। Ardour—উৎসাহ।
Mite—কপৰ্দক।

Précis

Title : Many faces of charity.

Everyone can practise charity in some form or other. Helping the needy with money, nursing the sick, educating the illiterate, reforming a character and giving the thirsty some water are as much acts of charity as is persuading others to help a neighbour.

[43 words]

6. Passage

A great deal of talent is lost to the world for the want of a little courage. Every day sends to their graves a number of *obscure* men who have only remained obscure because their timidity has prevented them from making a first effort ; and who, if they could only have been induced to begin, would in all probability have gone great lengths to the career of fame. The fact is that to do anything in the world worth doing, we must not stand *shivering* on the bank and thinking of cold and danger, but jump in and *scramble* through as well as we can. It will not do to be *perpetually* calculating risks and *adjusting* nice chances. If a man waits and doubts and hesitates, and consults his brother and his uncle and his cousins and particular friends, he one day finds that he is sixty-five years of age, that he has lost too much time in consulting first cousins and particular friends, and that he has no more time left to follow their advice.

Word-meanings : Obscure—unknown, অজ্ঞাত। Career—
—manner of life, জীবনযাপন, বৃত্তি। Shivering—trembling,
কাঁপিয়া। Scramble—struggle, চেষ্টা কৰা। Perpetually—constantly,
অনবৰত। Adjusting—arranging properly, উপযুক্তৰূপে সজ্জিত কৰিয়া।

Précis

Title : Evils of hesitancy.

Talent unaccompanied with courage is futile and timidity

accounts for the obscurity of many men of promise. If one decides to do something, one must get rid of hesitancy, start the work in right earnest and muster up one's best efforts to achieve success. Too much calculation like too much hesitation causes unnecessary delay and the time lost is beyond redemption.

[61 words]

7. Passage

Democracy must have common sense from the common man ; and common sense may be found in the man who cannot read and write just as it may be lacking in the man who can read and write in all the tongues of men and angels. But this does not mean that a man is likely to be wise because he cannot read and write. The probability is that he will be all the wiser if he has the opportunity of enlarging his knowledge and developing the muscles of his mind. All democratic systems, therefore, lay emphasis on education, with as wide an extension as possible over all classes of society, and with opportunities of advancement for those who show capacity above the average. Education cannot, of itself alone, make a good man or a wise man. But it is a reasonable *assumption* that the spread of knowledge and the discipline of the intelligence will improve the capacity of the average citizen for his fractional share in self-government.

(S. F. 1959)

Word-meanings : Democracy—government by the people,
প্রজাতন্ত্র শাসনপ্রণালী । Assumption—supposition, সম্ভাবনা ।

Pré cis

Title : Education and Democracy.

Common-sense in the masses makes for the success of a democracy. Besides helping in the development of common-sense, education makes an average man more alive to his responsibility as a citizen. This is why in a democracy the necessity of mass education is emphasized and at the sametime special facilities are also provided for those who are above the average.

[61 words]

Word-meanings : Rebellious—বিদ্রোহী। Band together—unite, মিলিত হওয়া। Refrain—abstain, বিরত হওয়া। Be starved—die from want of food.

Pre cis

Title : The utility of the stomach.

Aggrieved at the alleged laziness of the stomach, once the limbs of the body decided to starve it. Pursuant to the agreed plan, the feet refused to carry the body where food could be found, the hands did not prepare any food for the stomach. The head did not ask the mouth to receive any food. When, therefore, the limbs became weak, the limbs realized the utility of the stomach and abandoned the plan. [74 words]

4. Passage

Sir John Moore, while earnestly watching the result of the fight about the village of Elvina, was struck on the left breast by a cannon shot ; the shock threw him from his horse with violence ; yet he rose again in a sitting *posture*, his *countenance* unchanged and his *steadfast eyes* still fixed upon the regiments engaged in his front, not a sigh *betraying* a *sensation* of pain. In a few moments, when he saw the troops were gaining ground, his countenance brightened, and he *suffered* himself to be taken to the *rear*. Then was seen the dreadful nature of his hurt. The shoulder was *shattered* to pieces, the arms hanging by a piece of skin, the ribs over the heart broken and *bared of flesh*, the muscles of the breast torn into long *strips*. As the soldiers placed him in a blanket, his sword got entangled and the *hilt* entered the wound. A staff officer attempted to take it off, but the dying man stopped him, saying, "It is well as it is. I had rather it should go out of the field with me." In that manner so *becoming* to a soldier, Moore was borne from the fight.

(C. U. M. 1912)

Word-meanings : Countenance—face. Betray—express. Becoming—worthy, উপযুক্ত। Gaining ground—acquiring strength, শক্তিতে করা, জয়লাভ করা। Steadfast eyes—fixed look, নিশ্চল দৃষ্টি। Sensation—feeling. Shattered—চূর্ণিত। Strips—long, narrow pieces; ফালি। Got entangled—আটকাইয়া গেল। Hilt—তরবারির গোড়া। Bared of flesh—মাংসহীন। Suffered—allowed. Rear—পশ্চাদ্ভাগ।

Pré cis

Title : The death of a soldier

While watching the battle of Elvina, Sri John Moore was struck by a cannon shot to be thrown off his horse but he returned calmly to his position to resume his watch without showing any sign of pain. He left the field when victory looked sure. The discovery of his fatal wounds at this stage brought out his fortitude. The soldier died with the hilt of his sword into his wound. [71 words]

5. Passage

Charity is a universal duty, which it is in every man's power sometimes to practise, since every degree of assistance given to another on proper *motives*, is an act of charity ; and there is scarcely any man in such a state of weakness that he may not on some occasion, benefit his neighbour. He that cannot *relieve* the poor may instruct the ignorant, and he that cannot *attend* the sick may *reclaim* the *vicious*. He that can give little assistance himself may yet perform the duty of charity by *inflaming* the *ardour* of others and recommending the petitions which he cannot grant, to those who have more power to bestow. The widow that shall give her *mite* to the treasury, and the poor man who shall bring to the thirsty a cup of cold water, shall not lose their reward.

Word-meanings : Motive—উদ্দেশ্য। Relieve—সাহায্য করা। Attend—শ্রদ্ধা করা। Reclaim—চরিত্র সংশোধন করা। Vicious

8. Passage

The *achievements* of science in the twentieth century have been very great. Its influence can be felt in every *sphere* of life. From the small pins and needles to *huge* iron sheets and joists, most of the things we require for our everyday use come out of factories where scientific principles are utilized for practical ends. Science has enabled man to bring forces of nature under his control and to use them for his own advantage. It has brought the distant parts of the world closer together. Our knowledge of the universe has been much widened on account of the untiring efforts of astronomers like Jeans and Edington. Remarkable cures of human diseases have been possible owing to the discovery of some wonderful medicines.

[C. U. M. 1950]

Word-meanings : Achievements—creditable performances, কৃতিত্বপূর্ণ কাজ। Sphere—field of action, কর্মক্ষেত্র। Untiring efforts—অক্লান্ত চেষ্টা। Huge—very large, বিশাল।

Précis

Title : Achievements of Science

The modern world is replete with the achievements of science. Factories cater to the needs of our daily life ; the forces of nature have been harnessed to our use ; the world has been brought closer together ; our knowledge of the universe has widened through astronomical studies and wonderful cures of many diseases have been discovered.

[55 words]

9. Passage

It is not easy this time to comprehend the *impulse* given to Europe by the discovery of America. It was not the gradual acquisition of some border territory, a province or kingdom, that had been gained, but a few worlds that was now thrown open to the Europeans. The races of animals, the mineral treasures, the vegetable forms, the varied aspects of nature,

and men in the different phase of civilisation, filled the mind with entirely new sets of ideas, that changed the habitual current of thought and *stimulated* it to indefinite conjecture. The eagerness to *explore* the secrets of the new hemisphere became so active, that principal cities of Spain were, in a manner, depopulated, as emigrants thronged one after another to take their chance upon the deep. It was a world of romance that was thrown open ; for whatever might be the luck of the adventurer, his reports on his return were tinged with a colouring of romance that stimulated still higher the sensitive fancies of his countrymen. They listened with attentive ears to the tale of *Amazons* which seemed to realize the classic legends of *antiquity* ; to stories of Patagonian giants ; to flaming pictures of a land of gold where the sands sparkled with gems, and golden pebbles as large as bird's eggs were dragged in nets out of the rivers.

Word-meanings : Impulse—impetus, প্রেরণা। Stimulate—excite, উত্তেজিত করা। Explore—to search thoroughly, আত্মোপাস্ত অন্বেষণ করা। Amazons—masculine women, পুরুষ-সদৃশ রমণী। Antiquity—old time, প্রাচীন কাল।

Pre cis

Title : The discovery of America and its aftermath

A new world was thrown open to the Europeans with the discovery of America. Eager to explore its men, animals, minerals and vegetables, hundreds of emigrants of Spain were out to try their luck in the new land. The romantic tales of each batch of adventurers gave a fresh impetus to the succeeding one. The stories of Amazons, Patagonian giants, golden pebbles and sands mixed with gems were an invitation to bands of adventurers eager to explore the secrets. [79 words]

10. Passage

Some people seem to imagine that the human mind is like a bottle, and that when you have filled it with anything and

you pour it out again, it becomes as empty as it was before. That is not the nature of the human mind. The boy who has been 'crammed' has, in point of fact, learned a good deal and that learning has accomplished two objects. In the first place the boy has exercised the faculties of his mind in being 'crammed' and in the next place there remains in his mind a great portion of the knowledge so acquired, which probably forms the basis of future *attainments* in different branches of education. Depend upon it that the boy who is successfully 'crammed' may not only succeed in the examination for which he is preparing, but is from that time forward more intellectual, better informed and more disposed to push forward the knowledge which by that 'cramming' he has acquired. (C.U.M. 1924)

Word-meanings : Cram—to qualify for public examination by hasty preparation—অল্প সময়ে শিক্ষাদান পূর্বক পরীক্ষার উপযোগী করা।
 Attainment—acquirement, অর্জিত বিদ্যা।

Pré cis

Title : Cramming and its advantages.

The advantages of cramming are two-fold : the boy who has been crammed has in the process, exercised the faculties of his mind and retains a portion of the knowledge so acquired. Besides ensuring his success in the examination, it makes him more intellectual and better informed and in future urges him to advance the knowledge he has thus acquired. [59 words]

11. Passage

The natives of the East say that the interchange of letters is "the meeting of hearts." This is a very good saying. Hearts undoubtedly meet hearts in correspondence. How the heart rejoices and bounds at the sight of the handwriting of a beloved friend ! and how it overflows with delight, how it warms, expands and boils over in reading the affectionate language which one knows to have been poured forth from a

congenial heart ! There are joys of these kinds in the pure love which exists between man and man. Alas, these joys should be of such short duration and experience should teach us that, though we may indulge in them for a period, they are but a dream, and will pass away ! The day will come and it is impossible to say how soon—when you will receive my letters with indifference and sit down to answer them, with *reluctance*. This too may happen, without loss of esteem, or regard or friendship, in its ordinary sense. All these may remain, and yet the enthusiastic warmth of attachment which gives its principal *zest* to the affection of friends may *subside*. Such is human nature. (C. U. M. 1916)

Word-meanings : Congenial—of the same taste, সমরুচিবিশিষ্ট । Reluctance—unwillingness, অনিচ্ছা । Zest—taste, স্বাদ । Subside—abate, কমিয়া যাওয়া ।

Pré cis

Title : On the nature of friendship.

The writer tells his friend that interchange of letters between two friends generates as great a joy as a personal meeting between them. But this joy lasts only for a period and then the warmth of love cools, though a mutual regard or friendship may remain unchanged. He is naturally afraid that a day will come when his friend will receive his letters with indifference and answer them not without reluctance.

[71 words]

12. Passage

When anyone is ill, he is looked after by a doctor and probably a nurse, and it is very likely that he will be sent to a hospital. Then he will be put to bed in a large airy room or *ward*. He will have nurses to take care of him, make his bed, give him *wholesome* food, and help him to get well and strong again in a very short time. The hospital will be a large

and carefully planned building, where nothing is allowed to get dirty, and where all work is done in a quiet, orderly fashion. The doctors and nurses are all thoroughly trained men and women, whose one purpose is to see that the many patients in their care get well as soon as possible.

Such is the modern hospital. Almost every town of any size has one of its own, and if it has not, some one is sure to be planning one for it. There are also many hospitals which take only men and women with special kinds of diseases. But every hospital in every part of the world has the same standard of cleanliness, order and kindness. Every where the men and the women who work in these hospitals devote their lives to fighting diseases of all kinds.

(C. U. M. 1945)

Word-meanings : Ward—a separate division in a hospital, হাসপাতালের বিভাগ। Wholesome—nutritious, পুষ্টিকর। To disgrace—to dishonour, হীন করা।

Précis

Title : Modern hospitals.

A man is sent to a hospital during his illness. Now almost every town has a hospital. A modern hospital has on its staff competent doctors and well-trained nurses. It is neat, tidy, well-lighted and well-ventilated. Silence and quiet reign here. The patients get wholesome food, sympathetic treatment and efficient nursing. There are also special hospitals for special kinds of diseases. The doctors and nurses in hospitals are people dedicated to the service of the patients.

[76 words]

13. Passage

There is something in sickness that breaks down the pride of manhood, that softens the heart, and brings it back to feelings of infancy. Who that has languished even in advanced life, in sickness and despondency, who that has pinned on a weary bed in the neglect and loneliness of a foreign land, but has not

thought of the mother that looked on his childhood, that smoothed his pillow, and administered to his helplessness? Oh! there is an enduring tenderness in the love of a mother for her son that transcends all other affections of the heart. It is neither to be chilled by selfishness, daunted by danger, nor weakened by worthlessness, nor stifled by ingratitude. She will sacrifice every comfort to his convenience; she will surrender every pleasure to his enjoyment; she will glory in his fame, and exult in his prosperity;—and if misfortune overtakes him, he will be dearer to her for misfortune; and if disgrace settles upon his name, she will still love and cherish him in spite of his disgrace; and if all the world beside cast him off, she will be all the world to him.

Pré cis

Title: The nature of mother's love.

A mother's love for her son is far superior to all other affections. It is as pure as it is nobler. Neither selfishness nor worthlessness of her son can weaken it. She can sacrifice even her life for his well-being. Nothing gives her greater joy than her son's fame and fortune and nothing more sorrow than his misfortune. In his disgrace he has no other companion than she. [70 words]

14. Passage

The Egyptians have taught us many things. They are excellent farmers. They knew all about irrigation. They built temples which were afterwards imitated by the Greeks. They had invented a calender which proved such a useful instrument for the purpose of measuring time that it had survived with a few changes until today. But most of all, the Egyptians had learned how to preserve speech for the benefit of future generations. They had invented the art of writing.

We are so accustomed to newspapers and books and magazines that we take it for granted that the world had always been able to read and write. As a matter of fact, writing—

the most important of all inventions, is quite new. Without written documents we should be like cats and dogs, who can only teach their kitten and puppy a few simple things and who, because they cannot write, possess no way in which they can make use of the experience of those generations of cats and dogs that have gone before.

Précis

Title : The contribution of the Egyptians to civilization.

Human civilization owes a great deal to the Egyptians for their manifold contributions to it. They were good farmers having knowledge of irrigation. They had built temples even before the Greeks and invented a calender for measuring time. Above all, they knew the art of preserving speech for the benefit of future generations and invented the art of writing.

[59 words]

15. Passage

The family, like the house in which we live, needs to be kept in repair, lest some little rift in the walls should appear and let in the wind and rain. The happiness of a family depends very much on attention to little things. Order, comfort, regularity, cheerfulness, good taste, pleasant conversation—these are the ornaments of daily life, deprived of which it degenerates into a wearisome routine. There must be light in the dwelling and brightness and pure spirits and cheerful smile. Home is not usually the place of toil, but the place to which we return and rest from our labours, in which parents and children meet together and pass a careless and joyful hour. To have nothing to say to others at such times, in any rank of life, is a very unfortunate temper of mind and may perhaps be regarded as a serious fault ; at any rate it makes the house vacant and joyless.

Précis

Title : Key to domestic happiness.

It is upon the attention to little things like order, comfort,

regularity, cheerfulness, good taste and pleasant conversation that the happiness of a family depends. In their absence, the home becomes a dull place. After the day's toil men return home for rest where parents and children may spend happy hours. A happy home alone can make a happy family.

(60 words)

16. Passage

If we should profit by our study, we must be careful not only to select proper books, but also to peruse them aright. The same book will influence the readers differently according to the purpose with which they read it. The butterfly sits over the flower-bed gathering nothing ; the spider collects poison from it, but the bee finds and stores up honey ; so the object for which you go to a book will determine the kind of fruit it will yield to you. The same volume may be made to minister to instruction or to rational amusement, or to a mere morbid love of excitement. The child takes off the lid of the tea-kettle for sport, the house-wife for use—but James Watt for science, which ended in improvement of steam-engine.

Pre cis

Title : The utility of books.

In order to get the most out of books, one should select them properly and go through them in the right spirit. The same book evokes widely different responses in different readers. Some find in it instruction, some amusement and some morbid thrill and excitement.

[45 words]

17. Passage

The man who is perpetually hesitating which of the two things he will do first, will do neither. The man who resolves but suffers his resolution to be changed by the first counter-suggestion of a friend,—who fluctuates from opinion to opinion, from plan to plan and veers like a weather cock to every point

of the compass, with every breath of caprice that blows—can never accomplish anything great or useful. It is only the man who first consults wisely, then resolves firmly, and then executes his purpose with inflexible perseverance, undismayed by those petty difficulties which daunt a weaker spirit,—that can advance to eminence in any line. Take your course wisely, but firmly ; and having taken it, hold upon it with heroic resolution, and the Alps and Himalayas will sink before you.

Précis

Title : Decision and indecision.

A man who is a prisoner of indecision cannot do anything great or useful. On the other hand, a man who, after proper deliberation, resolves on doing something, sticks to it and executes it with perseverance and courage, succeeds in the long run. Difficulties and dangers shrink back from him.

[50 words]

13. Passage

The proverb says that an empty bag cannot stand upright ; neither can a man who is in debt be truthful ; hence it is said that lying rides on debt's back. The debtor has to frame excuses to his creditor for postponing payment of the money he owes him, and probably also to contrive falsehood. It is easy enough for a man who will exercise a healthy resolution to avoid incurring the first obligation ; but the facility with which that has been incurred often becomes a temptation to a second ; and very soon the unfortunate borrower becomes so entangled that no late exertion of industry can set him free. The first step in debt is like the first step in falsehood, almost involving the necessity of proceeding in the same course, debt following debt as lie follows lie. Haydon, the painter dated his decline from the day on which he first borrowed money. He realized the truth of the saying, "who goes a-borrowing goes a-sorrowing."

Pre cis**Title : Evils of borrowing.**

As a habit borrowing is as bad as it is degenerating. It leads to further borrowing and at last entangles the borrower so deeply that he cannot get out of it in spite of his best efforts. Besides, borrowing begets lying. The borrower has to offer false excuses for his failure to repay the debt. [55 words]

19. Passage

While wealth is a great factor for ensuring happiness of human life, it is easily liable to be employed by one set of people against others. Besides, wealth has a tendency to concentrate in the hands of a few with the result that the rich become richer and the poor poorer. In the existing conditions of society we find that there are classes of people who are miserable and unhappy while there are others who are rich, well-fed and comfortable. Such differences in economic conditions are mainly due to the maldistribution of wealth in the society. It is generally maintained that in a capitalistic society maldistribution of wealth is inevitable. The question is, therefore, raised whether in the capitalistic society wealth conduces to maximum human welfare. In assessing the welfare of society we must not refer to individual fortune or condition of life. By human welfare we are to mean the greatest good of the greatest number.

Pre cis**Title : Capitalistic Society and the abuse of wealth.**

Though wealth promotes human happiness, it is liable to be abused in a capitalistic society. The capitalistic system encourages and ensures accumulation of wealth in the hands of a few, and consequently, the rich become richer and the poor poorer. Equitable distribution of wealth promotes human welfare which is not possible under this capitalistic system.

[55 words]

20. Passage

Many students look upon history as an account of events which happened in the past and they try to remember the dates and other facts connected with these events simply because they wish to pass an examination. But a fact which happened in the past is not worthwhile remembering unless it can be shown to have some connexion with what is happening to us now and here, in our present life and history is not merely an account of past events ; it is an account of events which are closely connected with one another and with our present life. What we are, or hope to be today, depends very largely upon what men were or tried to be, in the past. What the history of India should teach, is about those great events in the past which explain the present because they are so closely connected with each other and with it.

Precis

Title : Study of history

History is a record not simply of past events but of events closely connected with one another and with our present life. It also shows how the present has been shaped by the past. The history of India should, therefore, be studied in order to find out the influence of its past on its present. [55 words]

Passages For Practice

1

Asutosh was a great lawyer. He was a great judge. But his fame lay chiefly in his work as the Vice-Chancellor of the University of Calcutta. A greater educationist than he was never born in our country. He made the University of Calcutta what it is today. At that time it was the biggest in Asia. The Darbhanga Building and the Science College were built in his time. He *founded* many scholarships and student-ships. He made Bengali compulsory in all examinations

up to the B. A. He opened post-graduate classes. He made Bengali a subject for the M. A. Examination. Indeed he was so popular as Vice-Chancellor that *honorary degrees* and *titles* were showered on him.

Asutosh had a keen sense of self-respect. As Vice-Chancellor he came into *conflict* with Lord Lytton, the then Governor of Bengal. Lord Lytton made an unfair remark about the University of Calcutta. At once he wrote a strong letter to Lord Lytton *protesting* against his unfair remark. From that time he was known as "The Tiger of Bengal."

Word-meanings : Founded—established, স্থাপন করিয়াছিলেন।
Honorary—সম্মানসূচক। Degree—বিশ্ববিদ্যালয়ের উপাধি। Title—
উপাধি। Conflict—clash, বিবাদ। Protest—প্রতিবাদ করা।

2

A wasp met a bee that was *buzzing* by. He said, "Little cousin, can you tell me why you are loved by people so much better than I? My back shines as bright and yellow as gold, and my shape is most *elegant* to behold. Yet nobody likes me for that." The bee replied, "My friend, it is all very true. But if I did half as much mischief as you do, then people would love me no better than you! You can boast of a fine shape and a *delicate* wing, you are perfectly *handsome*, but there is one thing that cannot be *put up with* and that is your *sting*. My coat is quite *homely* and plain, as you see, yet nobody is ever angry with me, because I am a useful and innocent bee."

Word-meanings : Buzz—ভন্ভন্ করা। Elegant—delicate,
Handsome—pretty, সুন্দর। Put up with—tolerate, সহ করা।
Homely—simple, দাঁদা-সিধে। Sting—দংশন।

3

Netaji *organised* the Indian National Army in East Asia. The Japanese had little regard for the Indians. But Netaji taught them that the Indians were no *tools* in their hands but

they were equals. He never trusted Japan. He feared that in India the Japanese might take the place of the English. So he forced the Japanese to change their plan of attack. Japan had to entrust the task of attacking India to the hands of the Indians. The Indian Army carried their national flag, wherever they went.

Netaji excited the soldiers with the cry—"Go to Delhi." "The road to Delhi" said he to them, "is the road to freedom."

The I.N.A. attacked the Eastern *Frontier* and *laid siege* to Kohima and Imphal in Assam. They were without boots, without uniforms, without good arms and without doctors and medicines. Still the courage and heroism they showed *startled* even Japan.

Word-meanings : Organise—form, গঠন করা। Tools—বস্তু, আজীবীন ব্যক্তি। Frontier—border, সীমান্ত। Laid siege to—অবরোধ করিয়াছিল। Startled—astonished, অবাক করিয়াছিল।

4

Every day we need fire. To make a fire before matches were invented, men used to rub sticks together until a spark came. The spark dropped on some dry grass and a fire was made. Later on, men began to strike a kind of stone called flint on a piece of iron. At once a spark came out and lighted some dry cloth or leaves. But this way of making a fire was not easy. So matches were invented. We need wood and *chemicals* to make matches. It is from pine wood that Indian matches are made. The match boxes are made from the cotton tree. A machine cuts the wood into sticks. These sticks are then *dipped* into oil so that they may burn oil when lighted. The heads of the sticks are then *pressed* into a thick liquid made of phosphorous and other chemicals. Then the sticks are taken out of the liquid and dried. The matches are packed in boxes. All this is done by machines.

Word-meanings : Chemicals—রাসায়নিক দ্রব্য। Press—চাপ দেওয়া। Dip—ভিজান, ডুবান।

5

The child is father of the man—says the proverb. The events that happened in the childhood of Subhas showed clearly that he would not be an ordinary man.

His father put Subhas to an Anglo-Indian School. What did the child feel here? "It is not my school, students move about in hat, coat and trousers. They speak not my language but English—a foreign language. I cannot open my heart to them. I must read in a school where the children of my country read."

You will be surprised to know that while an I. A. student, he *renounced* the world and *retired* into the Himalayas. But he was to come back very soon. While a B. A. student at the Presidency College, he heard a European Professor *speak ill of* the Indians. This was a national insult. So he could not bear it. And in the trouble that followed, the college drove him away.

Word-meanings : Renounce—abandon, ত্যাগ করা। Retire—নির্জন স্থানে যাওয়া। Speak ill of—বিন্দা করা।

6

A miser had a large *hoard* of money which he never spent. His only pleasure was to look at the *piles* of coins and count them. Being afraid of thieves, he dug a hole in a lonely place and *concealed* his treasure in it. Now it so happened that a man saw the miser put his money into the hole. When the miser had left the place, he dug it up and carried away all the money. All night the miser *tossed* on his bed without sleep. He was *worried*, thinking someone might find his money and steal it. So, as soon as the day *dawned* he hurried to the spot and found the treasure gone. He was naturally quite *upset* by this misfortune, and was lamenting over it. One of his friends, however, *consoled* him saying, "Why are you lamenting? You never used your money when it was in your possession. Take a number of stones and keep them in the hole. Then go there as usual and have a look at them. These will give you as much pleasure as your money did."

Word-meanings : Hoard—ধনরাশি । Treasure—ধন । Console—সান্ত্বনা দেওয়া । Pile—তুপ । Upest—হতবুদ্ধি । Conceal—লুকাইয়া রাখা । Worried—চিন্তিত ।

7

Rabindranath was also a patriot. He never took part in any popular *movement*. But at times, he wrote songs and poems that showed how deeply he loved the land of his birth. His *heart bled* whenever he saw wrongs and injustices.

He was a great educationist. He had his own ideas as to how to educate children best. He established a school at Santiniketan. How different it is from our schools ! Boys learn their lessons in *the lap of nature*. They are not afraid of their teachers. They find a loving guide in them. There is joy in their work.

By the side of Santiniketan, there grew up another school at Sriniketan under the fond care of the poet. This school gives *technical training* to students. It teaches Agriculture and *Cottage Industry*.

Word-meanings : His heart bled—তিনি অত্যন্ত ব্যথিত হইতেন । Lap of nature — প্রকৃতির কোড় । Cottage industry—কুটিরশিল্প । Technical training—কারিগরী শিক্ষা । Movement—আন্দোলন ।

8

One winter it was very cold. The snow was thick on ground. The playground with its thick coat of snow looked just the place for game. "Let us go out," said young Napoleon to the other boys. "I will show you how to play a fine game in the snow." The boys ran out into the playground. There Napoleon showed them how to dig passages on the snow and how to make it into walls and forts and *trenches*. He had read about these things in his books about battles. *By and by* all was ready. Then the boys had a battle. There were two parties of boys, and Napoleon was the leader of one party. He and his young soldiers hid behind the snow walls and forts on one side of the

playground, while *the rest of the boys* went to the other side. They fought with snow balls.

Word-meanings : Trench—পরিখা। The rest of the boys—অবশিষ্ট বালকেরা। By and by—before long—অনতিবিলম্বে।

9

Jawaharlal was the most faithful-follower of Mahatma Gandhi. He was Mahatmaji's *right-hand* man. But Jawaharlal did not support him blindly. Until and unless he was fully *convinced* that Mahatmaji was right Jawaharlal never followed him.

Jawaharlal began to preach the *message* of Mahatma among his countrymen. He asked them to stand united and to be ready to sacrifice their all for the complete freedom of the land. He advised them not to use British goods and not to have anything to do with the foreign rulers. He also advised them to break the bad laws fearlessly without caring for the consequences.

His *struggle* for the freedom of India was a part of a bigger struggle. He encouraged the countries of Asia *to shake off the yoke* of European nations.

Word-meanings : Right-hand man—দক্ষিণ হস্ত স্বরূপ ; অত্যাবশ্যক সাহায্যকারী। Convinced—নিঃসন্দেহ। Message—বাণী। Struggle—সংগ্রাম। Shake off the yoke—দাসত্ব পরিত্যাগ করা।

10

The most *pressing problem* of India today which requires immediate *solution* is the problem of poverty. Millions of people of India are half-starved and half-naked. The tillers of the soil live in the most *shocking* condition. They cannot reap the fruit of their labour ; the people working in mills and factories live in *dire* poverty. They live *huddled* together in unclean huts, eat *inedible* food and die *premature* death. Others who are a little higher in rank and look upon themselves as fortunate are really much poorer than ordinary people in

other countries. Progress of India means betterment of the condition of those who form the vast majority of the Indians. So long as this is not done, we shall remain where we are.

Word-meaning : Pressing problem—urgent question—জরুরী সমস্যা। Solution—সমাধান। Shocking—deplorable ; শোচনীয়। Dire—dreadful, ভীষণ। Huddled—crowded together, গাদাগাদি। Inedible—that cannot be eaten, অখাদ্য। Premature—untimely, অনাময়িক।

11

The demand for newspapers in a country depends upon the progress of education. The educated people are always anxious to know what is happening in their country and other countries of the world. It is newspapers which satisfy the *curiosities* of theirs. No civilised nation can *keep pace with* other nations of the world, unless it is informed regularly of the events of other countries. We cannot benefit ourselves by the wise sayings and valuable instructions of the great minds or teachers who live at a great distance from us without the help of newspapers. Through newspapers we meet daily with the great people of the world and with the ways and habits of great nations. Newspapers bring us in close touch with our own government.

Word-meanings : Curiosity—desire to know ; কৌতূহল। Keep pace with—advance or progress equally with ; কাহারও সহিত সমানে চলা, পিছাইয়া না পড়া।

12

All nations have been made what they are by the thinking and the working of many generations of men. Patient and persevering labourers in all ranks and conditions of life, cultivators of the soil and *explorers* of the mine, inventors and discoverers, manufacturers, mechanics and *artisans*, poets, philosophers and politicians, all have *contributed towards* the grand result—one generation building upon another's labours, and carrying them forward to the still higher stages. The living race has, in the course of nature, become the inheritor

of the rich estate provided by the skill and industry of our *forefathers*, which is placed in our hands to cultivate and *hand down*, not only *unimpaired*, but improved, to our successors.

Word-meanings : Explorers—examiners, যাহারা অনুসন্ধান করিয়া দেখে। Artisan—one who practises a manual art, কারিগর। Contribute towards—help, সাহায্য করা। Hand down—পুরুষাবৃত্তমে প্রদান করা। Unimpaired—intact, অক্ষত। Fore-fathers—ancestors, পূর্বপুরুষ।

13

Man is the *architect* of his own fate. If he makes a proper division of his time and does his duties accordingly, he is sure to improve and prosper in life ; but if he does otherwise, he is sure to repent when it is too late and he will have to *drag a miserable existence* from day to day. To kill time is as *culpable* as to commit suicide, for our life is nothing but the sum-total of hours, days and years. Youth is the golden season of life. In youth, the mind is *pliable* and soft, and can be moulded in any form we like. If we lose the morning hours of life, we shall have to repent afterwards. It is called the seed-time of life. If we sow good seeds, we shall reap a good harvest when we grow up,

Word-meanings : Architect—builder, নির্মাতা। To drag a miserable existence—to live a miserable life, অতিকষ্টে জীবন যাপন করা। Culpable—criminal, নিন্দনীয়। Pliable—bendable, নমনীয়।

14

Great men of science, literature and art have belonged to no exclusive class or rank of life. They have come alike from colleges, workshops and farm-houses, from the huts of poor men and the *mansions* of the rich. Some of God's greatest *apostles* have come from the '*ranks*'. The poorest have sometimes taken the highest places ; nor have difficulties, apparently the most *insuperable*, proved obstacles in their way. Those very difficulties

in many places would even seem to have been their best helpers, by *evoking* their powers of labour and endurance and *stimulating* into life their *faculties* which might otherwise have lain *dormant*. The instances of obstacles thus *surmounted* and triumphs thus achieved, are indeed so numerous, as almost to justify the proverb that "With will one can do everything."

Word-meanings : Mansion—large residence. Apostles—বিশেষ উদ্দেশ্যে ভগবানের প্রেরিত ব্যক্তিগণ। The ranks—lower classes, নিম্নশ্রেণীর লোক। Insuperable—that cannot be got over, অনতিক্রমণীয়। Evoke—call forth, প্রকাশ করা। Stimulate—excite to more vigorous action, জাগ্রত করা। Faculties—কার্যশক্তি। Dormant—sleeping, নিদ্রিত। Surmount—অতিক্রম করা।

15

To men of spirit the opposition of nature constitutes a challenge which cannot be ignored. The sense of a battle rouses a fierce joy in them that no mere adverse reasoning can ever destroy, and the very idea of impossibility is foreign to their nature. The spirit taught men to fly regardless of the laws of gravity. It taught them to rush along the ground at speeds exceeding three miles—now almost four miles—in a minute. It taught them to jump down through thousands of feet of space aided by nothing better than something resembling a large umbrella.

The same spirit actuates mountain climbers. No sooner do they perceive a peak than they must climb it. Although there are good scientific reasons for climbing mountains, they are not very strong ones ; the *moral* reasons are far stronger. It is a noble thing to endeavour to surmount difficulties and to penetrate into realness where ordinary men dare not venture.

(I. A. 1955)

16

To get great ideas we require great teachers. These teachers may be living persons with whom we come in daily contact or they may be dead and yet reach us through great books which

they have given to the world. In whichever way it comes, the teaching required is that which guides to a large outlook. Yet after all, it is only to a limited extent that the teacher, be he living or one who, though dead, yet speaks, can mould his student. There is no royal road to learning, The higher it is, the harder is the toil of the spirit that is required for its attainment. But this toil brings with it happiness. As we advance along the path, we see more and more new territory to traverse, new heights to scale, heights which are accessible only to patient labour but the scaling of which promises a new sense of possession. The mere endeavour, even apart from the result, brings its reward. (I. Sc. 1956)

17

Neglect of things is the rock on which the great majority of people have split. Human life consists of a succession of small events each of which is comparatively unimportant ; and yet for the happiness and success of energy man depends upon the manner in which these small events are dealt with. Character is built up on the little things—little things well and honourably done. The success of a man in business depends on his attention to little things. The comfort of household is the result of small things well arranged and duty provided for good government can only be accomplished in the same way—by well-regulated provisions for the doing of little things. Accumulations of knowledge and experience of the just valuable kind are the result of little bits of knowledge and experience carefully treasured up. (I. Sc. 1958)

18

The clearest sign of a growing intelligence is an increase of the quality which we call *curiosity*. Throughout history there have always been men and women who were not content to know only what they were told ; they wanted to find out more ; they wanted to see if things could be done in a different way, a better way. Without this curiosity, this

desire to know more, there would be no progress. People would simply go on thinking the same thoughts, having the same ideas as their forefathers ; there would be no change.

The people who want to think differently, and to act differently, are, therefore, very important people. But they are nearly always the people who get into trouble ! Why ? It is because there is another quality in all of us which fights against our curiosity. That is the quality of laziness or the desire to go on doing things in the ways to which we have become accustomed. As we get older, we form habits—habits of thought, as well as habits of action—and it is a nuisance to have to change them. So we persuade ourselves that it is wrong to change ; and when someone comes along with different ideas, we do not like it. This is called 'conservatism'—that is the desire to keep things as they are, to 'conserve.'

(I. Sc. 1956)

19

We have before us an ordeal (trial or test) of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask, what is your policy ? I will say—it is to wage war, by sea, land and air, with all our might and with all the strength that God can give us. That is our policy. You ask, what is our aim ? It can be answered in a word—It is, victory, victory at all costs, victory inspite of all terror, victory however long and hard the road may be, for, without victory, there is no survival. Let that be realised ; no survival of the British Empire, no survival of all that the British Empire has stood for, no survival of urge and impulse of the ages, that mankind will move forward to its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all and I say, "Come then, let us go forward with our strength"—Churchill.

(I. Sc. 1956)

20

There are some people who speak slightly of hobbies as if these were something childish and frivolous. But a man without a hobby is like a ship without a rudder. Life is such a tumultuous and confused affair that most of us get lost in its intricacies and get to the end of journey without having ever found a path and a sense of direction. But a hobby hits the path at once. It may be ever so trivial a thing, but it supplies what the mind needs, a disinterested enthusiasm outside the mere routine of work and play. You cannot tell where it will lead. You may collect coins, and find that the history of man is written on them. You may begin with bees, and end with the science of life. Ruskin began with pictures and found they led to economics and everything else. For as every road was said to lead to Rome, so every hobby leads out into the universe, and supplies us with a compass for the adventure of life.

(I. A. 1954)

21

All healthy-minded people like making money, but the main object of their life is not money; it's something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay and justly grumbles when you keep him ten years without it, still his main idea of life is to win battles, not to be paid for winning them, so of the doctors. They like fees no doubt, yet if they are brave and well-educated, the entire object of their life is not fees. They on the whole, desire to cure the sick; they would rather cure the patient and lose the fee, than kill him and get it. And so with all other brave and rightly-trained men; their work is first, their fee second. It is physically impossible for a well educated intellectual or brave man to make money the chief object of his thoughts.

(P. U. 1961)

22

Amusement in moderation is wholesome and to be commended, but amusement in excess vitiates the whole nature and is a thing to be carefully guarded against. There is an oft-quoted proverb that, "All work and no play makes Jack a dull boy"; but all play and no work makes him something greatly worse. Nothing can be more hurtful to a youth than to have his soul sodder with pleasure. The best qualities of his mind are impaired; common enjoyments become tasteless; he loses all appetite for the higher kinds of pleasures; and when he comes to face the work and the duties of life, the result is usually aversion and disgust. In latter life he can produce no healthy growth of either character or intellect. (P. U. 1963)

23

Animals can make known their common wants and desires, but they cannot talk. They cannot communicate ideas stored up in the memory. It is this faculty which makes man a creature capable of improvement. The wisdom and experience acquired by one human being is thus transmitted to others, and so on in an endless series of pogression. There is no reason to suppose that the dog of the present day are wiser than those which lived thousand years ago. But the men of this age are much better acquainted with numberless arts and sciences than their remote ancestors since by the use of speech and by writing every age adds its own discoveries to all former ones.

(P. U. 1964)

24

Vidyasagar was a man of great charity. Here is an instance. One day on his way home he came across a Brahmin who seemed to be in great distress. He was so struck with his appearance of sorrow that he asked him what the matter was.

At first the Brahmin would say nothing. But on being repeatedly pressed, he at last said that he had borrowed some money for his daughter's marriage. As he had not been able to repay the loan in due date, the lender had filed a case against him. He would soon be turned out of his home. Vidyasagar asked the Brahmin's name and all about the case against him and then went away. Next day Vidyasagar went to the court, made enquiries and laid down the whole amount asking the judge not to tell his name. How great must have been the Brahmin's joy when he came to know this ! How he must have blessed his unknown benefactor. (P. U. 1967)

25

Santiniketan means 'the home of peace'. It is about two miles from Bolpur in Bengal. There you will find the school of Rabindranath Tagore, Visva-Bharati. Children and grown-ups can go to this school. Anybody from any part of the world is welcome. Learned men from all parts of the world have been to Santiniketan and taught the boys and girls who are there.

Besides teaching, they themselves work on different subjects. You will find one man learning the religion of Tibet. Another will be studying the books of China. A third will be found writing about the poetry of Japan and yet another may be found studying the art of Italy. There are people there who can tell you about the schools and colleges in the United States of America. (P. U. 1968)

26

Can anyone believe that women can take up the nursing of soldiers in times of war ? And yet it is done bravely. Nurses used to be taken from the same class as ordinary servants. It was not until Miss Nightingale by her devotion to the care of the sick and the wounded had made for herself an honoured place in history, that people began to understand that nursing

was a thing to be learnt—that it required intelligence, willingness and fitness, as well as, love and affection. But how came it that she devoted herself to the profession of nursing? It was simply from a feeling of love and duty. She was an educated young lady, possessing much wealth. She was blessed with everything that might have made her social and domestic life valuable. But she gave up all such considerations and chose to tread the path of sorrow and suffering. She taught in schools, visited the poor and fed and nursed them. (P. U. 1969)

27

There is no secret of success but hard work. A student must put in hard work before he can acquire a bit of knowledge. A man of learning has to accumulate his store of knowledge all his life time. A businessman must work very hard and exercise all his intelligence and prudence before he begins to have a good sale for his goods and make money. A lawyer studies hard all his life and for years works with little or no remuneration before he begins to have a good practice and reputation. An author burns midnight oil and perfects his style before he wins distinction. There is no sudden blossoming of genius. Genius has been defined as the infinite capacity for taking pains. The fruit of genius is nothing but the fruit of labour and thought.

28

There are some very clever boys and girls who do very well in examination and always come out at the top. When people admire them, you possibly look on with envy. How you wish you were as clever as they! But you need not be sorry for yourselves, for although you may not be clever, nothing can prevent you from being good. And remember, goodness is a much better and nobler thing than mere cleverness. Besides a good and kind man has his reward too. It

may not be fame that he wins or wealth that he acquires, but the best of gifts will be his, namely happiness. The smile that he helps to bring back to a sad face is the finest of rewards. It gladdens his heart like the warm rays of the sun on a cold winter morning. (P. U. 1971)

29

Our ancestors had great difficulty in procuring books. Ours now is what to select. We must be careful about what we read. There are, indeed, books and books ; and there are books which, as Lamb said, are not books at all. There are many books to which one may apply, in the sarcastic sense, the ambiguous remark which Lord Beaconsfield made to an unfortunate author. "I will lose no time in reading your book." Others are more than useless, and poison the mind with suggestions of evil. Few perhaps realize how much the happiness of life, and the formation of character depend on a wise selection of books we read. Many are debarred from attempting what are called stiff books for fear they should not understand them ; but there are few who need complain of the narrowness of their minds, if they would do their best with them. It is one thing to own a library ; it is quite another thing to use it wisely.

30

The student should learn to think and act for himself. No man has ever been great by imitation. One great reason is that it is much easier to copy the defects and the objectionable parts of a great man's character than to imitate his excellences. Alexander the great had a foolish tutor who used to call him Achilles. He was taught to admire that character. But when he came to imitate Achilles, what did he do ? He imitated one of the most cruel and detestable actions in that hero's life. He dragged the Governor of a town through the streets after

his chariot. This was because his foolish teacher taught him to imitate as well as to admire it.

It is far easier to imitate and borrow, both manner and matter, than to have them of your own. But set down that no imitator ever reached anything like eminence. You must have a character of your own. Be it remembered that we cannot copy greatness or goodness by an effort. We must acquire it by our own patience and diligence.

31

As daylight can be seen through very small holes, so little things will illustrate a person's character. Indeed, character consists in little acts, well and honourably performed in our daily life. One of the most marked tests of character is the manner in which we conduct ourselves towards others. A graceful behaviour towards superiors, inferiors and equals is a constant source of pleasure. It pleases others because it indicates respect for their personality, but it gives tenfold more pleasure to ourselves. Every man may to a large extent be a self-educator in good behaviour, as in everything else; he can be civil and kind, if he will, though he may not have a penny in his purse. Gentleness in society is like the silent influence of light which gives colour to all nature, and it is far more powerful than loudness or force and far more fruitful.

32

Courage is a mental state—an affair of the spirit—and so it gets its strength from spiritual and intellectual sources. The way in which these spiritual and intellectual elements are blended, I think, produces two types of courage. The first, an emotional state which urges a man to risk injury or death—physical courage. The second, a more reasoning attitude which enables him coolly to stake career, happiness, his whole future on his judgement of what he thinks either right or worth-

while—moral courage. Now these two types of courage, physical and moral, are very distinct. I have known many men who had marked physical courage but lacked moral courage. Some of them were in high places but they failed to be great in themselves because they lacked it. On the other hand, I have seen men who undoubtedly possessed moral courage—very cautious about taking physical risks but I have never met a man with moral courage who would not when it was really necessary, face bodily danger. Moral courage is a higher and rarer virtue than physical courage.

33

Another meeting place for *scholars* was the famous Buddhist University at Nalanda, the ruins of which may still be seen some forty miles south-west of Patna. Its chief patrons were the Gupta kings. When Hiuen Tsang, the Chinese traveller visited it, he found that the University was housed in fine buildings and that there was a *splendid* library. He says, "The priests, who number many thousands, are engaged in discussions. If any unauthorised persons desire to enter the University and take part in the discussions, the keeper at the gate asks them some hard questions. Only those who can answer the questions are allowed to enter. Students from all over India and some from Japan, China, Ceylon and Korea could be seen there. All went well till A. D. 1200 when this renowned seat of learning was destroyed by the *invader*."

[**Word-meaning :** Scholars—পণ্ডিত ব্যক্তিগণ ; learned men. Splendid—চমৎকার । Invader—হানাদার, আক্রমণকারী]

34

The death of Nelson was felt in England as something more than a public calamity ; men stared at the intelligence, and turned *pale*, as if they had heard the loss of a dear friend. An object of our *admiration* and affection, of our pride and of our hopes, was suddenly taken from us ; and it seemed as if we had

never, till then, known how deeply we loved and *reverenced* him. What the country had lost in its great naval hero, the greatest of our own, and of all former times, was scarcely taken into the account of grief. So perfectly, indeed, had he performed his part that the *maritime* war after the battle of Trafalgar was considered at an end : the fleets of the enemy were not merely defeated but destroyed. New navies must be built and a new race of seamen reared for them before the possibility of their invading our shores could again be *contemplated*. It was not, therefore, from any selfish reflection upon the magnitude of our loss that we mourned for him ; the general sorrow was of a higher character.

[**Word-meaning :** Pale — পাণ্ডুবর্ণ । Admiration — বিমুগ্ধ প্রশংসা । Reverenced — venerated ; শ্রদ্ধা করিতাম । Maritime — সামুদ্রিক ; নৌ সন্দর্ভীয় ; naval. Contemplate — গভীরভাবে চিন্তা করা ; consider attentively.]

FUNCTIONAL GRAMMAR

FUNCTIONAL DRAWING

Functional Grammar

TRANSFORMATION OF SENTENCES

The transformation of a sentence means the change of a sentence from one form to another without any change in meaning. In other words, the same sense may be conveyed in different ways. The examples given here deal with certain types only intended to meet the requirements of the students offering English (Group B) under the new H. S. Syllabus. The items included in the new syllabus relate to :

- A) Interchange of Direct and Indirect Narration ;
- B) Joining of sentences or Synthesis ;
- C) & D) Turning a Simple sentence into a Complex sentence and vice versa ;
- E) Turning an Affirmative sentence into a Negative one ; and
- F) Framing 'wh' questions (i. e. interrogative sentences beginning with, **who, what, which, where, when, why, & how** etc.)

(A) Direct and Indirect Narration (Speech)

There are two ways of expressing what a person has said : **direct and indirect.**

In *direct speech* we quote the speaker's exact words :

"She's as ugly as the devil," he said.

In *indirect speech* we produce the exact meaning of a remark or speech, without using the speaker's actual words :

He said that she was as ugly as the devil.

Rules for the conversion of Direct into Indirect Speech :

The rules for the conversion of the Direct into the Indirect speech may be divided into two classes :

- (i) **General rules**, that is, the rules that are applicable to all kinds of sentences.

In turning the direct into indirect form, various changes have to be made in (a) **Verbs**, (b) **Pronouns** and (c) certain **Adverbs** and **Adjectives** relating to time and place.

The rules relating to these changes are the same for all kinds of sentences.

(ii) **Special rules** : The direct form can be changed into the indirect by using an **Introductory verb** and an **Introductory conjunction**. About these and some other changes there are five different sets of rules for five kinds of sentences—

Assertive, Interrogative, Imperative, Optative and Exclamatory.

General Rules

(i) Tenses

(a) If the reporting verb is in the present or future tense, the tense of the verb in the reported speech is not changed. (sequence of tense)

Reporting verb :

Direct : He says,

Indirect : He says

Direct : He will say,

Indirect : He will say

Reported speech :

"I cannot run."

that he cannot run.

"I cannot run."

that he cannot run.

(b) If the reporting verb is in the past tense, the tense of the verb in the reported speech must be changed as follows : (sequence of tense)

Direct

Present

Future

Present continuous

Present perfect

or, Past tense

Past continuous

or, Present perfect

continuous

becomes

"

"

"

"

Indirect

Past

Future in the past

Past continuous

Past perfect

Past perfect continuous

- Direct* : Phani said, "I cannot run."
Indirect : Phani said that he could not run.
Direct : Phani said, "I will not go to school."
Indirect : Phani said that he would not go to school.
Direct : Phani said, "I have never been to Calcutta."
Indirect : Phani said that he had never been to Calcutta.

(c) When the reported speech states a universal truth (নিত্য সত্য) or a habitual fact, (নিত্যকার অভ্যাস) the present tense remains unchanged. (sequence of tense)

- Direct* : He said, "The earth moves round the sun."
Indirect : He said that the earth moves round the sun.
Direct : He said, "Honesty is the best policy."
Indirect : He said that honesty is the best policy.

Exercise I

Report the following in Indirect speech :

- (i) He says, "I cannot read."
- (ii) He says, "I am unwell."
- (iii) He says, "I shall attend school today."
- (iv) They say, "We shall not play."
- (v) They have said, "We are not going to support the man."
- (vi) He has said, "I played cricket with my friends."
- (vii) He said, "We are getting ready."
- (viii) He said, "I have seen the man."
- (ix) He said, "I saw the man in the street."
- (x) The teacher said, "The earth is round."
- (xi) My mother said, "Truth will triumph in the long run."
- (xii) He said, "Honesty is the best policy."
- (xiii) He said, "I was humiliated."
- (xiv) He said, "Our plane will take off soon."

(ii) Pronouns

- (i) The third person of the direct speech remains unchanged in the indirect.

(ii) The first person of the direct speech is changed into the person of the speaker.

(iii) The second person of the direct speech is changed into the person of the man to whom the report is made.

Direct : Nani said to me, "I will not read."

Indirect : Nani told me that *he* would not read.

Direct : He said to me, "I can run."

Indirect : He told me that *he* could run.

Direct : I said to you, "I can run."

Indirect : I told you that I could run.

Direct : He said to me, "You will succeed."

Indirect : He told me that I would succeed.

Direct : I said to him, "You will succeed."

Indirect : I told him that *he* would succeed.

Exercise II

Report the following in Indirect speech :

- (i) He said to me, "I don't trust you."
- (ii) She said to him, "I cannot depend on you."
- (iii) I said to him, "I shall rely on your words."
- (iv) I said to you, "I don't like you."
- (v) He said to me, "You will make yourself miserable."
- (vi) You said to me, "I am going to your place soon."

(iii) **Some Adjectives and Adverbs of time and place :**

The following changes are usually made :

This	becomes	that
These	"	those
Here	"	there
Now	"	then
Hither	"	thither
Hence	"	thence
Thus	"	so
Come	"	go
Ago	"	before

Today	becomes	that day
Tomorrow	"	{ the next day or, the following day
Yesterday	"	{ the day before or, the previous day
Last night	"	the previous night

Direct : He said, "I have come *today*."

Indirect : He said that he had come *that day*.

Direct : He said, "I will go *now*."

Indirect : He said that he would go *then*.

Direct : He said, "Phani came *yesterday*."

Indirect : He said that Phani had come the *day before*.

Exercise III

Report the following in Indirect speech :

(i) He says, "I am glad to meet you here."

(ii) They said, "We are really happy to be here this evening."

(iii) You said to me, "I shall leave by the next Monday."

(iv) He said, "I came here last evening."

(v) He said, "These things will not recur."

(vi) She said, "I have been to this place before."

Special Rules

I

Assertive Sentences

(i) *That* is used as the introductory conjunction.

(ii) One of the verbs *say*, *tell*, *state* and *remark* is used as the introductory verb.

Direct : He said, "I am tired."

Indirect : He said that he was tired.

Direct : He said to me, "I want this book now."

Indirect : He told me that he wanted that book then.

Direct : The hermit said, "We are mortal."

Indirect : The hermit said that we (men) are mortal.

1. Note : (i) But if *now, here, this* etc. refer to things present before the speaker at the time of his reporting, they are not changed.

(ii) 'It' should not be changed into *that* in the Indirect.
Direct : The Statesman says, "We are sorry for this wrong report."
Indirect : The Statesman says that *it* is sorry for that wrong report.

2. Note : 'We' in the sense of 'mankind' remains unchanged but the '*editorial we*' is changed into '*it*'.

(i) 'Say to' may be changed into 'tell'.

Exercise IV

Report the following in Indirect speech :

(i) He said to me, "I am leaving for Bombay this evening."

(ii) The teacher said to him, "You may try it if you like to."

(iii) I said to him, "You have done an excellent job."

(iv) They said to us, "We shall try to be here as soon as it is possible."

(v) My mother said to my brother, "I don't like you to behave in this manner."

(vi) The teacher said to the boys, "You will succeed only if you work hard."

(vii) My teacher said to me, "I will teach you the same lesson tomorrow that I taught a week ago."

(viii) "This", my father said, "is the spot where the accident occurred."

(ix) "I shall be doing exactly the same thing tomorrow," he said, "as I am doing today."

(x) My mother said to her friend, "I'm afraid I can't go just now but I shall probably be able to go tomorrow."

II

Interrogative Sentences

- (i) Questions are changed into statements.
 (ii) Some verbs expressing interrogation such as *ask, inquire, demand*, etc., are used as *introductory verbs*.

(iii) (a) Some Introductory Conjunctions such as *if* and *whether* are used after the Introductory verb, when the question admits of the two answers 'yes' or 'no'.

Direct : Nani said, "Is he honest?"

Indirect : Nani *inquired whether* he was honest.

Direct : Nani said to me, "Will you go home?"

Indirect : Nani asked me if I would go home.

(iii) (b) When the answer to the question is not 'yes' or 'no' and the reported speech is introduced by an interrogative pronoun, adjective or adverb, no *introductory conjunction* is used.

Direct : I said to Nani, "Why were you absent?"

Indirect : I asked Nani why he had been absent.

Direct : Nani said to Phani, "What are you doing?"

Indirect : Nani enquired of Phani what he (Phani) was doing.

Direct : Nani said to me, "How do you do?"

Indirect : Nani enquired of me how I did.

Exercise V

Report the following in Indirect speech :

- (i) He said to me, "Where are you going now?"
- (ii) He said to me, "Will you help me in my need?"
- (iii) They said to us, "Are you going to accompany us?"
- (iv) The officer said to the man, "Did you see any one passing by this way?"
- (v) He said to me, "What is your father?"
- (vi) She said to her friend, "How old is your father?"

III

Imperative Sentences

1

Imperative without "Let"

(i) The verbs denoting *order* and *request* are changed into the *Infinitive form*.

(ii) One of the verbs *tell*, *ask*, *order*, *request*, *command*, *forbid*, etc. is used as the *Introductory verb*.

Direct : The teacher said to me, "Keep quiet."

Indirect : The teacher *asked* me to keep quiet.

Direct : "Hurry up", he said to the servant, "do not waste time."

Indirect : He ordered the servant to hurry up and not to waste time.

2

Imperatives with "Let"

(a) When 'let' in the direct speech expresses a proposal or suggestion, the reporting verb is changed to 'propose' or 'suggest' and 'should' is used in the place of 'let'; the conjunction 'that' is used as the introductory conjunction.

Direct : Nirmal said to me, 'Let us go out for a walk.'

Indirect : Nirmal proposed to me that we should go out for a walk.

Direct : I said to him, "Let us have some music."

Indirect : I suggested to him that we should have some music.

(b) When 'let' expresses request, the reporting verb is changed to 'request' and is followed by an *infinitive*.

Direct : He said to Lila, 'Let me have a glass of water, please.'

Indirect : He requested Lila to let him have a glass of water.

(c) When 'Let' does not express a proposal, or suggestion or request, it should be changed into *might* or *might be*, *allowed to* or into some other form according to the sense.

Direct : He said, 'Let them stand outside.'

Indirect : He said that they might be allowed to stand outside.

Direct : He said, 'Let me have some milk'

Indirect : He wished that he might have some milk.

Or, He *asked for* some milk.

Direct : He said, 'Let the boy do whatever he likes.'

Indirect : He said that the boy might do whatever he liked.

Exercise VI

Report the following in Indirect speech :

- (i) The teacher said to the boy, "Leave the classroom at once."
- (ii) He said to me, "please lend me your book."
- (iii) The police officer shouted, "The crowd must disperse."
- (iv) She said to me, "Let me go away."
- (v) "Call the last witness", said the Judge.
- (vi) The speaker said, "Friends, be quiet and listen to me."
- (vii) He said, "Let me have a cup of tea."
- (viii) I said, "Let us go out for a stroll."

IV

Optative Sentences

- (i) Optative sentences are changed into statements.
 - (ii) Some verbs such as *wish*, *pray*, etc. are used as introductory verbs.
 - (iii) 'That' is used as the introductory conjunction.
- Direct* : I said to Paresh, "May you recover soon."
- Indirect* : I wished that Paresh might recover soon.
- Direct* : He said to Nani, 'May you live long.'
- Indirect* : He prayed that Nani might live long.

Exercise VII

Report the following in Indirect speech :

- (i) I said to him, "May you be happy."
- (ii) She said to me, "May God bless you."
- (iii) He said to me, "May you get out of this difficult situation."
- (iv) We said to her, "May this day return to you again and again."

V

Exclamatory Sentences

(i) Exclamatory sentences are changed into statements.

(ii) Some verbs expressing the sense of the exclamation, such as, *exclaim*, *bid*, *cry out*, *swear* etc., are used as introductory verbs.

Direct : Phani said, "What a nice scenery it is !"

Indirect : Phani *exclaimed* in surprise that it was a very nice scenery.

Direct : He said, 'Good-bye, my friends !'

Indirect : He *bade* good-bye to his friends.

Direct : He said, "Alas ! I am ruined."

Indirect : He *exclaimed* in sorrow that he was ruined.

Direct : The spectators said, "Bravo ! It is a capital hit."

Indirect : The spectators *shouted* with applause that it was a capital hit.

Direct He said, "Poor fellow, how changed you are !"

Indirect : He pitied the man and *exclaimed* that he was greatly changed.

Direct : "Ah me !" *exclaimed* the mother, "what a rash and bloody deed you have done."

Indirect : The mother *exclaimed* with a deep sorrow that he had done a very rash and bloody deed.

Direct : He said, "Bravo ! You have done well."

Indirect : He *applauded* him saying that he had done well.

Note : (i) **Vocatives** may be omitted or dealt with as below :

Direct : The teacher said, "Bimal, keep quiet."

Indirect : The teacher asked Bimal to keep quiet.

Direct : The speaker said, "Friends, stand on your own legs."

Indirect : The speaker requested the audience to stand on their own legs.

(ii) Such expressions as *kindly*, *please* may be let out or the sense may be expressed by some suitable words.

Direct : He said to me, "Come in, please."

Indirect : He requested me to go in.

Direct : The teacher said, "Keep quiet, my dear boys."

Indirect : The teacher affectionately asked the boys to keep quiet.

Exercise-VIII

Report the following in Indirect speech :

(i) He said, "What a fool I am !"

(ii) He said, "By Jove, what a piece of good luck !"

(iii) The man said, "By Mary, I did not do this."

(iv) "So help me God !" he cried, "I will never commit the same mistake."

(v) "What a pity" she said, "I did not meet you earlier."

Hints on the Conversion of a passage from

Direct into Indirect speech :

I

(a) When the sentences of the same kind occur consecutively in the reported speech, the introductory verb is to be used only once in the indirect speech, but when the sentences are not consecutive, the introductory verb is to be repeated, often with *again* or *also* before or after it.

(b) When the sentences of different kinds occur in the passage, different introductory verbs have to be used in the indirect speech.

Study the following examples carefully :

1

Direct : "Cheer up, Mother, I'll go and get work somewhere", said the son.

Indirect : The son asked the mother to cheer up, and said that he would go and get work somewhere.

2

Direct : Paresh said, "Why are you still waiting here, Neresh ? Go away now and come again tomorrow."

Indirect : Paresh asked Naresh why he was still waiting there. He ordered him to go away then and come again on the next day.

3

Direct : The teacher said to me, "Why were you absent ? The Headmaster has got angry with you. Please go and see him at once."

Indirect : The teacher asked me why I had been absent. He then informed me that the Headmaster had got angry with me. So he advised me to go and see the Headmaster at once.

4

Direct : "Do you want any work here?" said the officer, "Yes, if you have any, sir," said the young man. "Then follow me to my chamber and type this representation."

Indirect : The officer asked the young man whether he wanted any work there. The youngman respectfully replied in the affirmative. Thereupon the officer asked the young man to follow him to his chamber and type that representation.

5

Direct : One day a Wasp said to a Bee, "Why are men so fond of you and so unkind to me ? We are both very much alike, only I am better-looking than you. We both sting when we are cross ; yet men take care of you and give you a nice house to live in, while they try to kill me."

Indirect : One day a Wasp inquired of a Bee why men were so fond of the latter and so unkind to the former. He stated that they were both very much alike, only he was better-looking than the bee and they both stung when they were cross, yet men took care of the bee and gave him a nice house to live in, while they tried to kill him.

6

Direct : Then he said to his friend, "Give me your hand ! Fare you well ! Grieve not that I am fallen into this misfortune for you. Commend me to your wife and tell her how I have loved you." (C. U. M. 1915)

Indirect : He then asked his friend to give him his hand, and bidding him farewell, requested him not to grieve that he had fallen into that misfortune for him but to commend him to his wife, and tell her how he had loved him.

7

Direct : "My dear Friends," said he, "we have come because we have a message to you. Long ago we heard of the tribe to which you belong, and long our hearts have wished to meet you." (C. U. M. 1916)

Indirect : Addressing them as his dear friends, he said that they had come because they had a message to give them (the persons spoken to). He added that long ago they had heard of the tribe to which they (the persons spoken to) belonged, and long their hearts had wished to meet them.

8

Direct : "How selfish I have been !" he said, "now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever."

Indirect : He said sorrowfully that he had been very selfish and added that he then knew why the Spring would not come there. He resolved that he would put that poor little boy on the top of the tree and then he would knock down the wall, and his garden should then be the children's playground for ever and ever.

9

Direct : "Who hath dared to wound thee ?" cried the Giant,

"tell me, that I may take my big sword and slay him."
 "Nay !" answered the child, "but these are the wounds of Love." "Who art thou ?" said the Giant, and a strange awe fell upon him. The child then said to him, "You let me play in your garden once, today you shall come with me to my garden which is Paradise."

Indirect : The Giant excitedly asked the child to tell him who had dared to wound him so that the Giant might take his big sword and slay him. The child answered that no one had wounded him but those were the wounds of Love. The Giant then inquired who he was and a strange awe fell upon him. The child then told him that the Giant had let him play once in his garden, that day he must, therefore, go with the child to his garden which was Paradise.

10

Direct : The queen answered, still crying ; 'My child, I need nothing : all is over now.' But the girl added : 'Madam, I have kept warm upon the hob some soup and vermicelli. Let me bring it to you.'

Indirect : The queen answered affectionately, still crying, that she needed nothing and that all was over then. But the girl respectfully added that she had kept warm upon the hob some soup and vermicelli, and proposed to bring it to her.

Note : From the above examples it will be clear that in changing the narration of a passage a mere mechanical application of the grammatical rules is not all that is needed, but the sense of the original passage must be made clear as far as possible by adding suitable words here and there.

11

Direct : 'He looks like an angel,' said the charity children.
 'How do you know ?,' said the mathematical teacher,
 'you have never seen one.'
 'Ah ! we have, in our dream,' answered the children.

Indirect : The charity children said that he looked like an angel. The mathematical teacher asked how they knew that though they had never seen an angel. The children were surprised at the remark and said that they had seen an angel in their dream.

12

Direct : 'Who are you ?,' the swallow said.

'I am the happy prince,' said the statue.

'Why are you weeping then ?,' asked the swallow.

'You have quite drenched me.'

Indirect : The swallow inquired who he was. The statue said that he was the happy prince. The swallow then asked the prince why he was weeping then and added that he had quite drenched him.

13

Direct ; 'Swallow, swallow, little swallow,' said the prince, 'will you not stay with me for one night and be my messenger ? The boy is so thirsty and the mother so sad.'

'I don't think I like boys,' answered the swallow. 'It is very cold here,' he said ; 'but I will stay with you one night and be your messenger.'

'Thank you, little swallow,' said the prince.

Indirect : The prince affectionately urged the swallow to stay with him for one night and be his messenger and said that the boy was so thirsty and the mother so sad.

The swallow answered that he did not think he liked boys and it was very cold there, but he would stay with him (the prince) one night and be his messenger. The prince then thanked the little swallow.

14

Direct : 'Alas ! I have no ruby now,' said the prince ; 'my eyes are all that are left to me. Pluck out one of the sapphires and take it to him.'

'Dear Prince,' said the swallow, 'I cannot do that,' and he began to weep.

'Swallow, swallow, little swallow,' said the prince. 'Do as I command you.'

Indirect : The Prince exclaimed with a deep sigh that he had no ruby then and that his eyes were all that were left to him. He then asked the swallow to pluck out one of the sapphires and take it to him.

The swallow told the prince that he could not do that and he began to weep. The prince affectionately asked the swallow to do as he commanded him.

15

Direct : Odysseus answered, 'The Greeks can never win the city while the holy statue of Athene remains in her temple. They say it fell from heaven and was not made by the hands of mortal men. So I have come to take it away. My friend Diamedes is waiting outside the walls. The two of us can easily overpower the temple guard and steal the statue if only you will help us.'

Indirect : Odysseus answered that the Greeks could never win the city while the holy statue of Athene remained in her temple. He further said that they (i. e., people) said that it had fallen from heaven and had not been made by the hands of mortal men and so he had come to take it away. He reported that his friend Diamedes was waiting outside the walls and that the two of them could easily overpower the temple guard and steal the statue if only she would help them.

16

Direct : The traveller said to the peasant, "Can you tell me the way to the nearest inn?" "Yes", said the peasant, "do you want one in which you can spend the night?" "No", replied the traveller, "I only want a meal."

Indirect : The traveller enquired of the peasant if he could tell him the way to the nearest inn. The peasant replied that he could, and asked whether the traveller wanted one in which he could spend the night. The traveller replied that he did not wish to stay there, but only wanted a meal.

17

Direct : Bishop—My son, you have suffered much, but there is hope for all.

Convict—Hope ! Hope ! ha, ha ! (laughs loudly)

Bishop—You have walked far, you are tired. Lie down and sleep on the couch here.

Indirect : The Bishop affectionately told the convict that he (the convict) had suffered much but there was hope for all. On hearing him speak hope, the convict laughed loudly. The Bishop then asked the convict to lie down and sleep on the couch there because he had walked far and was tired.

Conversion of Indirect Speech into Direct

The following examples will show how an Indirect speech can be converted into a Direct one :

1. *Indirect* : He ordered his servant to hurry up and not to waste time.

Direct : "Hurry up," he said to his servant, "do not waste time."

2. *Indirect* : The teacher affectionately asked the boys not to make a noise.

Direct : The teacher said, "Make no noise, my dear boys."

3. *Indirect* : He inquired of me where I lived.

Direct : He said to me, "Where do you live ?"

4. *Indirect* : I wished that Abani might recover soon.

Direct : I said to Abani, "May you recover soon."

5. *Indirect* : He wished very much that he had the wings of a dove.

Direct : He said, "Oh ! I had the wings of a dove !"

6. *Indirect* : The master reminded the servant that he told him before that he was not to wake him when he was asleep. He ordered him, therefore, to leave his service and forbade him ever to let him see his face again. (Punjab U. 1934)

Direct : The master said to the servant, "I have told you before that when I am asleep, do not wake me. So leave my service and never let me see your face again."

7. *Indirect* : The Headmaster asked the boys to be diligent in their studies, and to listen attentively to what their teacher said. He advised them to take regular exercise to improve their health and told them that without health nobody could ever expect to make satisfactory progress in his studies.

Direct : The Headmaster said, "Boys, be diligent in your studies, and listen attentively to what your teacher says. Take regular exercise to improve your health. Without health nobody can ever expect to make satisfactory progress in his studies."

Exercise IX

Report the following in Direct speech

- (i) The teacher said that the earth revolves round the Sun.
- (ii) The man said that the dog had died the night before.
- (iii) The stranger enquired of me what my name was.
- (iv) We asked him whether he would listen to such a man.
- (v) He requested me to wait there till he returned.
- (vi) The teacher asked the boy to leave the class room.
- (vii) The servant begged his master to pardon him.
- (viii) He wished that I might prosper in life.
- (ix) We applauded him saying that he had done really well.
- (x) He exclaimed that she had been very clever.
- (xi) He exclaimed with a deep sigh that he was ruined.
- (xii) He proposed to me that we might be good friends again.

(B) JOINING OF SENTENCES
[SYNTHESIS]
CHAPTER I

Joining of sentences is technically called **Synthesis** in Grammar.

Synthesis is the opposite of Analysis and it means the combination of a number of simple sentences into a single sentence—simple, complex or compound.

I. Combination of two simple sentences into one simple sentence

- (a) **By using a Participle :** I went to Calcutta. I saw Professor Bose.

Ans. *Going to Calcutta, I saw Professor Bose.*

- (b) **By using an Absolute Phrase**

The sun set. The birds flew to their nests.

Ans. *The sun having set, the birds flew to their nests.*

- (c) **By using an Infinitive :**

He is very weak. He cannot walk.

He is too weak to walk.

- (d) **By using a Preposition with a Noun or Gerund :**

1. He has failed several times. Still he hopes to succeed.

In spite of his repeated failures he hopes to succeed.

2. Her son died. She heard the news. She fainted.

On hearing the news of her son's death, she fainted.

- (e) **By using an Adverb or Adverb Phrase :**

1. The sun set. The boys could not finish the game.

The boys could not finish the game till sunset.

2. He could not attend school today. His absence was unavoidable.

He was unavoidably absent from school today.

(f) By using a Noun Phrase in Apposition :

1. His only son died before him. He was a lad of thirteen.
His only son, a lad of thirteen, died before him.
2. Mr. Roy has come here. He is the Director of the Town Mill. He is the President of the Chamber of Commerce.
Mr. Roy, Director of the Town Mill and President of the Chamber of Commerce, has come here.

Exercise.

1. Combine each of the following groups of simple sentences into a single sentence by using a participle :

- (a) It was a mad dog. I hit on the head. (b) The beggar was blind. He could not walk alone. (c) I met with a beggar. The beggar was half-starved.

2. Combine each of the following sets of sentences into a single simple sentence by using an absolute phrase :

- (a) The sun rose. The fog dispersed. (b) The meeting was over. The members left the place. (c) The game was over. We returned home after that.

3. Combine each of the following sets of sentences into a single simple sentence by using an infinitive :

- (a) He went to the railway station. His object was to see off his brother. (b) I am very weak. I cannot rise from bed. (c) I have some duties. I must perform them.

4. Combine each of the following sets of sentences into a single simple sentence by using a Preposition with a Noun or Gerund :

- (a) He was in bad health. He could not go out. (b) He failed in the examination. His father was very much disappointed. (c) He heard this news. He left the place at once.

5. Combine each of the following sets of sentences by using an Adverb or Adverb Phrase :

- (a) The fire was put out. It took an hour. (b) The door

was broken open. Force was used. (c) I tried to win his sympathy. I did not get it.

6. *Combine each of the following groups of simple sentences into a single sentence by using a Noun or Noun Phrase in Apposition :*

(a) The Tajmahal was built by Sha Jahan. It is one of the wonders of the world. (b) Dr. Guha is a good physician. He treated my son. (c) Mr. Banerjee is a young man of thirtyfive. He is the Principal of our college.

II. Combination of two Simple Sentences into a Complex Sentence

(a) **By using a Noun Clause—**

He was innocent. That was the verdict of the judge.
The verdict of the judge was that he was innocent.

(b) **By using an Adjective Clause—**

A poor man and his wife had a hen. The hen laid an egg.
The egg was golden.

A poor man and his wife had a hen which laid a golden egg.

(c) **By using an Adverb Clause—**

He found out his mistake. He was then very sorry.
He was very sorry when he found out his mistake.

Exercise

1. *Combine each of the following sets of sentences into a Complex sentence by using a Noun Clause :*

- (a) He is hiding in some place. Nobody knows where.
- (b) Life is a struggle of existence. It is known to all.

2. *Combine each of the following sets of sentences into a Complex sentence by using an Adjective Clause :*

- (a) This is the man. He gave me the news.
- (b) He gave me a book. I read it.

Combine each of the following sets of sentences into a Complex sentence by using an Adverb Clause :

(a) The old man saw the tiger. He was then trembling with fear.

(b) You must be always on your guard. There are many ferocious animals in this forest.

(c) This man is poor. He is happy.

(d) I found out my mistake. I was very sorry then.

III. Combination of two Simple Sentences into a Compound Sentence

A

By using a Co-ordinating Conjunction

(a) By using Cumulative Conjunctions such as 'and', 'as well as', 'both.....and,' 'not only.....but also' :

He is intelligent. He is diligent. (Simple)

He is both intelligent and diligent.

Or, *He is intelligent as well as diligent.*

Or, *He is not only intelligent but also diligent.*

(Compound)

(b) By using Adversative Conjunctions such as 'but', 'yet', 'still', 'while', 'whereas', 'however', 'nevertheless' :

1. *He is rich. He is not happy.* } (Simple)

He is rich but not happy. } (Compound)

Or, *He is rich, yet he is not happy.*

2. *I am diligent. My brother is lazy.* } (Simple)

I am diligent but my brother is lazy. } (Compound)

Or, *I am diligent whereas my brother is lazy.*

(c) By using Alternative Conjunctions such as 'or', 'eitheror,' 'neither.....nor,' 'otherwise', 'else' :

1. *Subodh has made this mischief. His brother has made this mischief.* (Simple)

Subodh or his brother has made this mischief.

Either Subodh or his brother has made this mischief. (Compound)

2. *Prabodh has not passed. His brother also has not passed.* (Simple)

(Compound)

Neither Prabodh nor his brother has passed. (Compound)

3. **Finish the work quickly. You will be punished.** (Simple)

Finish the work quickly otherwise you will be punished.
(Compound)

- (d) By using 'Illative Conjunctions' such as 'so', 'therefore',
'for' :

She is weeping. Her son has died. (Simple)

Her son has died, so she is weeping. } (Compound)
Or, She is weeping, for her son has died. }

B

By using the Relative Pronouns 'who' and 'which' and the
Relative Adverbs 'where' and 'when' in a continuative sense :

1. She got the news of the death of her only son a year ago.
This was a heavy blow to her.

*She got the news of the death of her only son a year ago,
which (= and this) was a heavy blow to her.*

2. For help he made an appeal to them. They did not respond to it.

*For help he made an appeal to them, who (= and they)
did not respond to it.*

3. I went to the railway station. There I met with one of my friends.

*I went to the railway station where (= and there) I met
with one of my friends.*

4. I went along the street. Then I met a lame man.

*I went along the street, when (= and then) I met a lame
man.*

Exercise

Combine each of the following pairs of sentences into a
Compound Sentence :—

- He is poor. He is not dishonest.
- He was late. He could not catch the train.
- Take exercise regularly. You will not be healthy.
- Finish the work before noon. You will be punished.
- Yesterday I met my friend. He gave me the news.

CHAPTER II

Combination of more than two Simple Sentences into a Single Simple Sentence

কয়েকটি Simple Sentence-কে একটি Simple Sentence-এ পরিণত করিতে হইলে Chapter I-এর প্রণালী সমূহের কয়েকটি প্রণালী একসঙ্গে প্রয়োগ করিতে হয়। নীচের উদাহরণগুলি হইতে তাহা বুঝিতে পারিবে।

1. There was a man hiding in my garden. He was armed with a gun. He was a Pathan. My notice was drawn to it.

Ans. My notice was drawn to a Pathan armed with a gun and hidden in my garden.

2. There were two frogs. They lived in a pond. They were very happy there. The pond was full of weeds.

(H. S. Comp. 1960)

Ans. Two frogs lived very happily in a pond full of weeds.

3. We have no dictionary. We are, therefore, unable to look up the meaning of the word.

(H. S. 1962)

Ans. Having no dictionary we are unable to look up the meaning of the word.

Or, For want of a dictionary we are unable to look up the meaning of the word.

4. He had found out his mistake. He was very sorry. It was then too late.

(H. S. 1962)

Ans. He was very sorry to find out his mistake too late.

5. The sun rose. The fog dispersed. The general determined to delay no longer. He gave the order to advance.

(H. S. 1961)

Ans. The fog having dispersed at sunrise, the general gave the order to advance, being determined to delay no longer.

6. The Knight was travelling slowly over the desert. He suddenly turned round. He heard his companion's voice. His companion was crying for help.

(H. S. 1960)

Ans. The Knight travelling slowly over the desert, suddenly turned round to hear his companion crying for help.

7. The King spent the following year in Normandy. He desired to strengthen his position there. He desired to secure the succession of his son. The son was then eighteen years old.

(H. S. 1962)

Ans. The King spent the following year in Normandy in order to strengthen his position there and secure the succession of his eighteen year old son.

8. Your cousin was not industrious. He could not keep his place in the class. He could not win the prize.

(H. S. Comp. 1962)

Ans. Not being industrious, your cousin could not keep his place in the class to win the prize.

9. She has nothing to do. She felt melancholy. She looked through the window. She looked at some people. They were passing down the street.

(H. S. 1963)

Ans. Feeling melancholy at having nothing to do, she looked through the window at some people passing down the street.

10. He keeps some dogs. The dogs are well-trained. They will guard the house. They will keep away the robber.

(H. S. 1961)

Ans. He keeps some well trained dogs to guard the house and keep away the robber.

11. Wellington was the greatest of English Generals. One day he was travelling slowly over the desert. He suddenly turned round. He heard his companion's voice. His companion was crying for help.

(H. S. 1960)

Ans. One day Wellington, the greatest of English Generals, travelling slowly over the desert, turned round suddenly to hear his companion crying for help.

12. Hamlet loved a young lady. She was called Ophelia. Ophelia was the daughter of the Chief Minister. The Chief Minister's name was Polonius.

(H. S. 1965)

Ans. Hamlet loved a young lady called Ophelia, the daughter of the Chief Minister Polonius.

13. Frederick was angry. It was on account of the flight of his daughter. He marched into the forest. His intention was to seize Orlando. (H. S. 1966)

Ans. Frederick, being angry on account of the flight of his daughter, marched into the forest to seize Orlando.

14. He must clean the silver. He must put it away. He must lock it up. He must bring me the key of the box. These were my orders to him. (H. S. 1966)

Ans. My orders to him were to bring me the key of the box after cleaning the silver, putting it away and locking it up.

15. The tide came up. It threatened to wash away the chair. The chair was occupied by the king. It forced the king to get up and go. In this way it proved the courtiers to be a pack of dishonest flatterers. (H. S. 1963)

Ans. The tide came up threatening to wash away the chair occupied by the king and forcing him to get up and go, in this way proving the courtiers to be a pack of dishonest flatterers.

Exercise

Combine each set of sentences into a Single Simple sentence :

1. It was a summer day. The day was intensely hot. A man was thirsty. The man entered the house. The house belonged to a rich man.

2. The man was crossing the street. He was knocked down by a motor car. He was removed to a hospital.

3. The house was small. It had a bad roof. It stood on the bank of a river. The river was swiftly flowing.

4. It was midnight. We heard that the people were shouting. They asked for help. We understood that a fire had broken out.

5. We had taken a long journey. We were all tired. We rested for a while. Then we set to the task.

6. It was evening. The sun was setting. At that time the

prince was seen. He was going to the main gate. The main gate led into the palace.

7. Antonio was a Christian merchant. He was a native of Venice. Bassanio was his intimate friend. Bassanio was a Venetian noble.

8. A boy was drowning. He shouted for help. A workman heard the boy's shouts. He dived into the river. He risked his own life.

9. The English nation honours the name of Wellington. He won the battle of Waterloo. He won many other great battles in the service of his country. (C. U. 1908)

10. The workmen saw the approach of a violent dust-storm. They then took shelter in a hut. The hut was not far from the corner of the field. (C. U. 1949)

11. My brother completed his studies. He was 22 years old at that time. He then began to practise in the High Court. He won recognition from the very first. (H. S. 1960)

12. I was returning home. I saw a man. He looked very ill. He was lying by the road-side. (H. S. 1961)

13. Her husband died. She heard the news. She was too weak to bear the shock. She fainted. (H. S. Comp. 1961)

14. He received a scholarship. So he was able to fulfil his desire. His desire was to go to Calcutta. He also desired to study there. (H. S. 1963)

CHAPTER III

Combination of more than two Simple Sentences into a Single Complex Sentence

কয়েকটি Simple Sentence-কে একটি Complex Sentence-এ পরিণত করিতে হইলে Chapter I-এর প্রণালীসমূহের একাধিক প্রণালী একসঙ্গে প্রয়োগ করিতে হয়। কোন কোন সময় অত্র রকমের সামান্য পরিবর্তনও করিতে হয়। নীচের উদাহরণগুলি হইতে পরিবর্তনের নিয়ম বুঝিতে পারিবে।

1. They accused Joan of vanity. She carried her own standard. She said it had earned the honour of victory. Joan said this with great feeling and pride. (Simple)

Ans. They accused Joan of vanity because she carried her own Standard, because she said with great feeling and pride that it had earned the honour of victory. (Complex)

2. The villain had his two sons with him. He followed the king one morning. He ultimately saw him separated from all his men.

Ans. The villain with his two sons followed the king one morning till he saw him separated from all his men. (Complex)

3. He is very ignorant. He has not learnt to read and write. He cannot even talk fluently. Such a man should not pretend to be a teacher. (Simple) (H. S. 1960)

Ans. He who is very ignorant, has not learnt to read and write and cannot even talk fluently should not pretend to be a teacher. (Complex)

4. A poor man and his wife had a hen. The hen was red-coloured. It laid an egg everyday. The egg was golden. (Simple) (H.S. Comp. 1960)

Ans. A poor man and his wife had a red-coloured hen which laid a golden egg everyday. (Complex)

5. The followers of the Viceroy had often praised him to his face. They hated him for his cruelties and vices. They deserted him in the hour of need. (Simple) (H.S. 1961)

Ans. The followers of the Viceroy who had often praised him to his face though they hated him for his cruelties and vices deserted him in the hour of need. (Complex)

6. He could lend the money. I was in distress. I asked him for money. He did not lend me. (Simple) (H. S. 1961)

Ans. Though he could lend the money, he did not lend me when being in distress I asked for it. (Complex)

7. A miser had lost a purse of gold. He was passing through a wood. He told his servant. The servant entered the wood. He found the purse. (Simple) (C. U. 1933)

Ans. When a miser told his servant that at the time of passing through the wood he had lost a purse of gold, the servant on entering the wood, found the purse. (Complex)

8. Warren Hastings was sent to a village school. He was on the same bench as the sons of the peasantry. He ultimately became a ruler of India. He was one of the most renowned among the rulers. (Simple) (M. U. 1923)

Ans. Warren Hastings who in his childhood learned his letters in a village school sitting on the same bench with the sons of the peasantry ultimately became one of the most renowned rulers of India (Complex)

9. Orlando was Sir Rowland's son. The Duke came to know that. Then he was disappointed. The reason is this. Sir Rowland and the Duke had been enemies. (Simple) (H. S. 1966)

Ans. When the Duke came to know that Orlando was Sir Rowland's son, he was disappointed because Sir Rowland and the Duke had been enemies. (Complex)

10. The ghost might have come for good. It might have come for evil. He was not sure about it. Therefore he was puzzled. (Simple) (H. S. 1966)

Ans. He was puzzled as he was not sure whether the ghost came for good or evil. (Complex)

11. We waste our energies too often. We do it over trifles. This is a common mistake. We all make it. (Simple)

(H. S. 1963)

Ans. We all make a common mistake that we waste our energies too often over trifles. (Complex)

12. Most of the languages of Europe are derived from one common language. The people using this tongue are called the Aryans or Indo-Europeans. They lived probably to the south of Baltic Sea. (Simple) (C. U. M. 1933)

Ans. Most of the languages of Europe are derived from one common language which was used by the Aryans or Indo-Europeans who lived probably to the south of the Baltic sea. (Complex)

13. The old gardener planted some mango trees. He came from the next village. He also planted some apple trees. He planted all in the inside border. This was my uncle's garden.

(Simple) (C. U. M. 1934)

Ans. The old gardener who came from the next village planted some mango trees and apple trees in the inside border of my uncle's garden.

(Complex)

14. He was mounted on a beautiful steed. His father had given it to him. Five men accompanied him. They acted as his body guards. He set out for Agra. He intended to visit the Tajmahal there. He had never seen it

(Simple) (B U. 1966)

Ans. Being mounted on a beautiful steed which his father had given him and accompanied by five men who acted as his body guards, he set out for Agra to visit the Tajmahal there which he had never seen.

(Complex)

15. You can only move slowly. School boys make fun of you. What will you think then ?

(Simple)

Ans. What will you think if the school boys make fun of you because you can only move slowly ?

(Complex)

16. The children saw him. Then they were much frightened. They all ran away. The garden became winter again.

(Simple)

Ans. When the children saw him, they were so frightened that they all ran away making the garden winter again.

(Complex)

17. One morning the Giant was lying awake in bed. Then he heard some lovely music. It sounded very sweet to his ears. It must be the king's musicians. He thought so.

(Simple)

Ans. One morning when the Giant was lying awake in bed he heard some lovely music which sounded so sweet to his ears that he thought it must be the king's musicians.

(Complex)

18. Hamlet remembered a story. The story was about a murderer. The murderer watched a drama showing a murder on the stage. He confessed his guilt,

(Simple) (H. S. 1965)

Ans. Hamlet remembered the story about a murderer who confessed his guilt when he watched a drama showing a murder on the stage.

(Complex)

Exercise

Combine each of the following groups of Simple sentences into a Complex sentence :

1. You are a Greek. I must help you. Come with me. I will show you how to make the attempt.

2. He wrote a letter. He wrote it for a certain reason. He wrote it to his superior. He told me about this. (H.S.Com. 1961)

3. A lion was drinking in a clear pool. His stately mane was reflected in the pool. The lion saw the reflection. He greatly admired his mane.

4. The cricket match was over. The high school boys defeated their opponents. They returned to their school in triumph. At the school they had a feast. The Headmaster had prepared the feast. The Headmaster was very pleased at their success. (Pre. U. 1965)

5. The King of Afganistan has written a most interesting book. In it he tells the story of his life. Part of his life was spent in banishment from his own country.

6. One day the Giant came back. He had been to visit his friend the Cornish Ogre. He had stayed with him for seven years.

7. I handed the confession to my father. He was then lying on a sick bed. I was trembling with fear. I apprehended severe punishment.

8. Newton was then fifty years old. He went out of his study one day. He left his dog Diamond. Diamond was then sleeping before the fire.

9. Mother loved me very dearly. She would condone everything done by me. I know that. So I had no fear of her.

10. The sun set. I was preparing to pass the night in a tree. A Negro woman stopped to observe me. She was returning from the labour of the field. With a look of compassion she told me to follow her.

11. Shylock was a usurer. He lent money at a high rate of interest to merchants. These merchants were Christians. He thus amassed a large fortune. (H. S. 1967)

CHAPTER IV

Combination of more than two Simple Sentences
into a single Compound Sentence

কয়েকটি Simple Sentence-কে একটি Compound (double বা multiple) sentence-এ পরিণত করিতে হইলে chapter—I-এর প্রণালী সমূহের একাধিক প্রণালী একসঙ্গে প্রয়োগ করিতে হয়। কোন কোন সময় অল্প রকমের সামান্য পরিবর্তনও করিতে হয়। নিচের উদাহরণগুলি হইতে পরিবর্তনের নিয়ম ঠিকভাবে বুঝিতে পারিবে।

1. The weather was fine. He then used to sit all day long in the fire in the kitchen. (Simple)

Ans. When the weather was fine, he used to sit all day long in the sun but when it was wet, he did nothing and only sat by the fire in the kitchen. (Multiple)

2. I lost my way. I asked a policeman to direct me. He was new to his work. He could not help me. So he called a gentleman passing by to my assistance. (Simple)

Ans. Having lost my way I asked a policeman to direct me but he could not help me, for he was new to his work, so he called a gentleman passing by to my assistance. (Multiple)

3. He saw the boy in the street. He stopped to speak to him. He gave him a rupee. The boy did not accept it. (Simple)

Ans. When he saw the boy in the street, he stopped to speak to him and gave him a rupee but the boy did not accept it. (Multiple)

4. The Giant could not play about any more. He sat in a huge arm chair. He watched the children at their games. He admired his garden.

Ans. The Giant could not play about any more, so he sat in a huge arm chair, and watched the children at their games and admired his garden. (Multiple)

5. They broke into the house of Deiphobus. He was asleep. At the noise of their entrance he startled up. He seized his weapons. Helen screaming ran away. (Simple)

Ans. When they broke into his house Deiphobus was asleep but at the noise of their entrance he startled up and seized his weapons, while Helen screaming ran away. (Multiple)

6. Miss Nightingale had been just over a year at the nursing home. Then her great opportunity came. This opportunity found her prepared to seize it. (Simple)

Ans. Miss Nightingale had been just over a year at the nursing home and then her great opportunity came, which found her prepared to seize it. (Multiple)

7. A certain man had a goose. The man was greedy. The goose laid a golden egg everyday. He got only one egg at a time. He was not content. He cut the goose open. (Simple)

Ans. A certain greedy man had a goose which laid a golden egg every day but as he got only one egg at a time, he was not content and he cut the goose open. (Multiple)

8. These people are excellent mathematicians. They arrive to a great perfection in mechanics by the encouragement of the emperor. The emperor is a renowned patron of learning. (Simple)

Ans. These people are excellent mathematicians and arrive to a great perfection in mechanics by the encouragement of the emperor who is a renowned patron of learning. (Multiple)

Exercise

Combine each of the following groups of Simple sentences into a single Compound sentence :

1. He passed the examination. He came out at the head of the list of successful candidates. No one expected him to do so.
2. You are no doubt a very learned man. You have no worldly knowledge. Anyone can deceive you.
3. The king heard the story. He sent for the minister. The minister came at once. The king asked him for the full particulars of the story. The minister could not supply them.
4. I was young. They were old and experienced. I was afraid of them. I did not dare to speak my mind openly before them.
5. I admired my father very much. I loved him deeply. I feared him also.

(C) Conversion of Simple Sentences to Complex Sentences :

A Simple Sentence can be converted to a Complex Sentence by expanding a word or phrase into a subordinate clause. This clause may be a Noun, Adjective or Adverbial clause. A few examples given here will serve as illustrations.

(a) Noun clause**Examples :**

- Simple : He knows *my name*.
 Complex : He knows *what my name is*.
 Simple : I reached the station *in the evening*.
 Complex : *It was evening* when I reached the station.
 Simple : He confessed his *guilt*.
 Complex : He confessed *that he was guilty*.
 Simple : I desire *you to go*.
 Complex : I desire *that you should go*.
 Simple : *His silence* proves his guilt.
 Complex : The fact *that he is silent* proves his guilt.
 Simple : He will *certainly* die.
 Complex : *It is certain* that he will die.
 Simple : I owed my prosperity *to my friend*.
 Complex : *It was owing to my friend* that I prospered.
 Simple : *On the arrival of the leader* the procession started.
 Complex : The procession started *when the leader arrived*.
 Simple : He hoped *to win the prize*.
 Complex : He hoped *that he would win the prize*.
 Simple : I have long *suspected his poverty*.
 Complex : I have long suspected *that he is poor*.

Exercise I

Convert the following Simple Sentences to Complex Sentences, each containing a Noun clause :

- (i) I request your help.
- (ii) I did not think fit to compete with him.
- (iii) She overheard my remarks about her.
- (iv) I wish you to be quiet.
- (v) You cannot plead ignorance of the law.

- (vi) I do not know the name of this place.
- (vii) He admitted his mistakes.
- (viii) Can you tell me the time ?
- (ix) He is said to be a millionaire.
- (x) I cannot foretell the time of my departure.

(b) Adjective Clause

Examples

- Simple : A *brave man* will not fear this.
- Complex : A man *who is brave* will not fear this.
- Simple : I saw a *wounded bird*.
- Complex : I saw a bird *which was wounded*.
- Simple : Is this the *deed of a good man* ?
- Complex : Is this a deed *which is done* by a good man ?
- Simple : He is not a boy *to be afraid of hard work*.
- Complex : He is not a boy *who is afraid of hard work*.
- Simple : I am in need of a *good house*.
- Complex : I am in need of a house *which is good*.
- Simple : He was the first boy *to do it*.
- Complex : He was the first boy *who did it*.
- Simple : I bought my *friend's house*.
- Complex : I bought the house *which belonged to my friend*.
- Simple : *Only Muslims* are admitted here.
- Complex : Only those *who are Muslims* are admitted here.
- Simple : A *coward* dies many times before his death.
- Complex : A man *who is a coward* dies many times before his death.
- Simple : He has *none to help him*.
- Complex : He has none *who can help him*.

Exercise II

Convert the following Simple Sentences to Complex Sentences, each containing an Adjective clause :

- (i) This is his birth-place.
- (ii) This is my house.
- (iii) I have nowhere to live in peace.

- (iv) My father, the Headmaster of this school, is now on leave.
- (v) He liked his former place.
- (vi) I was the first to arrive.
- (vii) That is not the way to answer.
- (viii) These are not the methods of business.
- (ix) He is the water-carrier.
- (x) This is not the place for you to sit and gossip.

(c) Adverbial clause.

Examples :

- Simple : I succeeded *unexpectedly*.
- Complex : I succeeded *though my success was not expected*.
- Simple : I shall be glad *of your counsel* in the matter.
- Complex : I shall be glad *if you offer counsel in the matter*.
- Simple : I am *too weak* to walk.
- Complex : I am so weak *that I cannot walk*.
- Simple : I could not attend office *on account of my illness*.
- Complex : I could not attend office *as I was ill*.
- Simple : *In spite of his poverty*, he is happy.
- Complex : *Though he is poor*, he is happy.
- Simple : *Only ladies* are allowed here.
- Complex : You can be allowed here *if you are a lady*.
- Simple : There is no admission *without permission*.
- Complex : *If there is no permission*, there is no admission.
- Simple : *During my stay there*, I was quite well.
- Complex : I was quite well so long *as I stayed there*.
- Simple : *On our arrival here*, we found him absent.
- Complex : *When we arrived here*, we found him absent.
- Simple : He left *after my departure*.
- Complex : He left *after I had departed*.

Exercise III

Convert the following Simple Sentences to Complex Sentences, each containing an Adverbial clause :

- (i) I shall be glad to see you succeed.
- (ii) During his absence, I took charge of the whole affair.

- (iii) Being ill-treated by his step-mother, the boy ran away from home.
- (iv) He is too dull to understand.
- (v) With your permission, I shall leave this place.
- (vi) He is too lazy to succeed.
- (vii) For fear of punishment, they kept silent.
- (viii) On being punished he wept.
- (ix) Being quite contented he never grumbled.
- (x) The tiger is feared for its fierceness.

Exercise IV

Convert the following sentences to Complex Sentences in any of the ways shown above :

- (i) Can you tell me the time of his arrival ?
- (ii) The guests having departed, he went to bed.
- (iii) He is proud of his high-birth.
- (iv) A good tree cannot bring forth evil fruits.
- (v) In my hurry I forgot the most important letter.
- (vi) It was far too late for retreat.
- (vii) In spite of his poor health, he worked hard.
- (viii) He killed her to get the treasure.
- (ix) He was sorry on finding out his mistake.
- (x) He left at night to escape being seen by anyone.
- (xi) With all your fault, I love you still.
- (xii) The idle cannot hope to succeed.
- (xiii) His success went beyond his expectation.
- (xiv) With a change of wind, we shall have rain.
- (xv) He wrote according to instructions.
- (xvi) We eat to live.
- (xvii) Some people live to eat.
- (xviii) Does he wish me to go ?
- (xx) Come back at night.

(D) Conversion of Complex Sentences to Simple Sentences.**(a) Noun clause****Examples :**

- Complex : He said *that he was guilty*.
 Simple : He confessed *his guilt*.
 Complex : *That you are a fool* requires no proof.
 Simple : *Your foolishness* requires no proof.
 Complex : I do not know *what his intention is*.
 Simple : I do not know *his intention*.
 Complex : He wanted *that I should go*.
 Simple : He wanted *me to go*.
 Complex : The truth is *that he is innocent*.
 Simple : *To tell the truth* he is innocent.
 Complex : Tell me *where you live*.
 Simple : Tell me *your address*.
 Complex : He remarked *that the boy was impudent*.
 Simple : He remarked *on the impudence of the boy*.
 Complex : *How long I shall live* is doubtful.
 Simple : *The tenure of my life* is doubtful.

Exercise I

Convert each of the following Complex Sentences to a Simple Sentence :

- (i) I do not know where he was born.
- (ii) I told him where I lived.
- (iii) Can you make out what he says ?
- (iv) I believe that he is innocent.
- (v) That he is clever is admitted by all.
- (vi) It is reported that he has left the place.
- (vii) The news that the enemy landed spread like wild fire.
- (viii) That you should be willing to believe this is incredible.
- (ix) Whoever is prudent is respected.
- (x) I admit that he is a great poet.

(b) Adjective clause

Examples :

Complex : He was the first man *who got to the top of Mount Everest.*

Simple : He was the first man *to get to the top of Mount Everest.*

Complex : We soon forgot the mistakes *(that) we had committed in the past.*

Simple : We soon forgot *our past mistakes.*

Complex : Only those boys *who are industrious* will shine in life.

Simple : *Only industrious boys* will shine in life.

Complex : The moment *which is lost* is lost for ever.

Simple : *A lost moment* is lost for ever.

Complex : We came upon a cottage *where a poor man lived.*

Simple : We came upon a *poor man's cottage.*

Complex : Youth is the time *when the character is formed.*

Simple : Youth is the time *for the formation of character.*

Complex : The son *who was his mainstay in his old age,* is dead.

Simple : His son, *the mainstay of his old age,* is dead.

Complex : I find no words *that can console you.*

Simple : I find no words *to console you.*

Exercise II

Convert each of the following Complex Sentences to a Simple Sentence :

- (i) Don't you remember the help I offered you ?
- (ii) He died in the town where he was born.
- (iii) He did not get the parcel I sent to him.
- (iv) We should love those who live near us.
- (v) I have nothing that I can do.
- (vi) He has no one to whom he can turn for help.
- (vii) The evil that men do lives after their death.
- (viii) A man who is dead needs no riches.
- (ix) I have no time that I can waste on idle talk.
- (x) They soon forgot the labours they had endured.

(c) **Adverbial clause.****Examples :**

Complex : You can eat as much *as you like*.

Simple : You can eat *to your heart's content*.

Complex : He will not repay his debt *unless he is compelled*.

Simple : He will repay his debt *only under compulsion*.

He will not repay his debt *except under compulsion*.

Complex : *When the cat is away*, the mice will play.

Simple : *In the absence of the cat* the mice will play.

Complex : He was so tired *that he could not walk*.

Simple : He was *too tired to walk*.

Complex : *If I make a promise* I keep it.

Simple : I make a promise *to keep it*.

Complex : *Where there is life*, there is hope.

Simple : Life and hope are inseparable.

Complex : He cannot go *unless I consent*.

Simple : He cannot go *without my consent*.

Complex : *As I am ill*, I cannot go to school.

Simple : I cannot go to school *on account of my illness*.

Exercise III

Convert each of the following Complex Sentences to a Simple Sentence :

- (i) He had left before I arrived.
- (ii) He left after I had arrived.
- (iii) Though he is ill, he will come.
- (iv) He was angry when he heard the news.
- (v) As he felt cold, he lit a fire.
- (vi) I congratulated him because he had been successful.
- (vii) As the hour had arrived, they started.
- (viii) As the truth is known, further lying is useless.
- (ix) As he was not there, I spoke to his brother.
- (x) An honest man speaks as he thinks.

Exercise IV

Convert each of the following Complex Sentences to a Simple Sentence :

- (i) He desired that I should accompany him to that place.

- (ii) That he will fail is certain.
- (iii) When the thief entered the room, he found it empty.
- (iv) The opinion you have formed of me is unjust.
- (v) It is generally believed that he died from the effects of
poison.
- (vi) The explanation they offered cannot be true.
- (vii) When the teacher is absent, the boys generally make a
noise.
- (viii) Suspicion always haunts the mind of a man who is guilty
- (ix) A child who has lost his parents is to be pitied.
- (x) It is time you went.
- (xi) Such a man as he should shine in life.
- (xii) This is a machine which is used for sewing.
- (xiii) Do you know the consequences if you refuse to oblige me ?
- (xiv) I will buy it, cost what it may.
- (xv) Whatever I do, he will support.
- (xvi) If you turn to the right, you will soon reach the place.
- (xvii) He complained that he had been unjustly treated.
- (xviii) It is said that he died by his own hand.
- (xix) The passage is so difficult that I cannot comprehend it.
- (xx) Those soldiers who survived have received medals.

(E) Turning an Affirmative Sentence into a Negative one.

Examples :

Affirmative : He is going.

Negative : It is not that he is not going.

Or, He can't help going.

Affirmative : Please remember me.

Negative : Please do not forget me.

Affirmative : He disbelieves me.

Negative : He does not believe me.

Affirmative : I am taller than my brother.

Negative : My brother is not so tall as I.

Affirmative : He is a dishonest man

Negative : He is not an honest man.

Affirmative : As soon as I saw the tiger, I started running.

Negative : No sooner did I see/had I seen the tiger than I started running.

Affirmative : The brave alone deserve the fair.

Negative : Nhone but the brave deserve the fair.

Or, Those who are not brave do not deserve the fair.

Affirmative : Akbar was the greatest of the Great Mughals.

Negative : No other Mughal was as great as Akbar.

Affirmative : He is proud of his wealth.

Negative : It is not that he is not proud of his wealth.

Affirmative : He is too small to reach upto the branches of the tree.

Negative : He is so small that he is not able to reach up to the branches of the tree.

Affirmative : Brutus loved Caesar.

Negative : Brutus was not without love for Caesar.

Affirmative : She was doubtful if she would succeed.

Negative : She was not sure of her success.

Affirmative : Old fools surpass all other fools in folly.

Negative : There is no fool like an old fool.

Affirmative : The rose by any other name would smell as sweet.

Negative : It is not that the rose by any other name would not smell as sweet.

Affirmative : He failed to notice me when he came in.

Negative : He did not notice me when he came in.

Exercise I

Turn each of the following Affirmative Sentences into a Negative one :

- (i) He is sometimes foolish.
- (ii) Everybody will admit that he did his best.
- (iii) Only a millionaire can afford such extravagance.
- (iv) Every man makes mistakes sometimes.
- (v) I care very little what he says about me.

- (vi) Everyone admitted that she was pretty.
- (vii) I am very tired.
- (viii) God will forgive me.
- (ix) Very few people would be cruel and unjust to a cripple.
- (x) Any other man might have done worse.
- (xi) The two brothers are like each other.
- (xii) Only the evening star has as yet appeared.
- (xiii) He was a man of some intelligence.
- (xiv) Even a genius sometimes fails.
- (xv) He was most worthy of praise than anybody else.
- (xvi) Every rose has a thorn,
- (xvii) Everybody must admit that he was a great poet.
- (xviii) I found very few people there.
- (xix) As soon as he saw me, he came up and spoke to me.
- (xx) You might have seen me when you had been here last month.

(F) Framing 'Wh' questions i.e. Interrogative Sentences beginning with Who, What, Which, Where, When, Why and How etc.)

Questions are formed (Grammatically) in three ways in English.

1. (a) The construction containing **do, does, did** followed by the Subject and the bare infinitive is used with all verbs except the special Finites or Auxiliaries listed in Section 2. This method of forming questions is the most common one :

Do you like tea ?

Did he see you ?

(b) The word-order of the negative forms is as follows :—

Do you not like tea ?

(Auxiliary + Subject + Negative + Infinitive)

Didn't he see you ?

(Auxiliary + Negative + Subject + Infinitive)

2. (a) Questions can be formed by placing the Verb before the subject if the verb is one of the Special Finites (or Auxiliaries) listed below :

be (am, is, are, was, were)

have (has, had)

do (does, did)

shall (should)

will (would)

can (could)

may (might)

ought to

must

need

dare

used to .

Are you coming to me this evening ?

Has she left for home ?

Must I come out ?

- (b) The word-order of the negative forms is as follows - -

Are you not coming to me this evening ?

(Auxiliary + Subject + Negative + Participle)

Hasn't she left for home ?

(Auxiliary + Negative + Subject + Participle)

Must I not come out ?

(Auxiliary + Subject + Negative + Infinitive)

3. (a) Questions can also be formed by using one of the following question-words (i.e. interrogative pronouns, adjectives or adverbs) followed by the verb or Auxiliary and the Subject (if any) :

who ? (whose ? whom ?)

what ? which ? when ? where ?

why ? how ?

Who saw you last night ?

(Who : interrogative pronoun : Subject)

Whom has she sent for ?

(Whom : interrogative pronoun : Object)

What did they say to you ?

(What : interrogative pronoun : Object)

Which book did you buy for your brother ?

(Which : interrogative adjective qualifying book)

Whose home is this ?

(Whose : interrogative adjective qualifying house)

Whose is this house ?

(Whose : interrogative pronoun : subject)

When are you coming here ?

(When : interrogative adverb)

Where are the Himalayas ?

(Where : interrogative adverb)

How could you say this to me ?

(How : interrogative adverb)

Why didn't you contact me ?

(Why : interrogative adverb)

(b) 'Wh' questions may be framed from Assertive sentences in the following manner :

My brother suddenly rushed into the house.

Who suddenly rushed into the house ?

This book is my friend's.

Whose book is this ? (Interrogative adjective)

Whose is this book ? (Interrogative pronoun)

I contacted my friend.

Whom did I contact ?

He wants your help.

What does he want ?

I like this place ?

Which place do I like ?

They came to me in the evening.

When did they come to me ?

She went home.

Where did she go ?

He earns his bread by the sweat of his brow.

How does he earn his bread ?

He did not attend school yesterday.

Why did he not/didn't he attend school yesterday ?

Exercise I

Turn the following statements into questions, asking about the word/words in *Italics* :—

- (i) She is wearing a *diamond necklace*.
- (ii) *They* are sitting under the tree.
- (iii) I bought a present for *him*.
- (iv) He asked you to help *me*.
- (v) I intend to remain here for *two months*.
- (vi) I don't buy a car *because I can't afford one*.
- (vii) *Everybody* says that he is a good writer.
- (viii) I was going to get it *from the chemist's*.
- (ix) You must get out of *this* compartment.
- (x) Nobody can trust *him*.
- (xi) *His* son shone in life.
- (xii) This is *my mother's* property.
- (xiii) *The dying patient* wanted to see *his wife*.
- (xiv) I want *my brother* to be an engineer.
- (xv) *Worries* killed the *unfortunate man*.
- (xvi) My friend lives *in this house*.
- (xvii) I opted for a *job in the navy*.
- (xviii) My friend left for London *last month*.
- (xix) The thief hid himself *in the forest*.
- (xx) The ship made for *an unknown port*.
- (xxi) The man escaped inevitable death *by chance*.
- (xxii) He solved his problem *with the help of a friend*.
- (xxiii) Mount Everest is the highest mountain-peak *in the world*.
- (xxiv) *Somebody* turned off the wireless.
- (xxv) I am lagughing at a *funny picture*.
- (xxvi) They make false teeth *by means of a mould*.
- (xxvii) He lives about *a mile away from here*.
- (xxviii) He is a *very handsome* fellow.
- (xxix) It took them *about a year* to make this film.
- (xxx) She is singing *because she is happy*.

GROUP VERBS

Many verbs when followed by some prepositions or adverbs acquire an idiomatic sense. Such verbs are called **Group verbs**.

Act

1. Act for—A pleader *acts for* (on behalf of) his client.
2. Act from—He *acted from* a sense of duty.
3. Act on, upon : Affect (কতিসাদন করা)—Excessive labour *acts upon* our health.
4. Act out (to accomplish fully—সম্পন্ন করা)—Everybody should *act out* according to the advice of the superiors.
5. Act upto (to carry out in action—কার্যে পরিণত করা) *Act upto* the instructions of the teacher if you wish success in life.

Bear

1. Bear off—Paresh *bore off* (carried off as a winner) the first prize.
2. Bear on, upon—(Relate to) Your remark does not *bear upon* the subject under discussion. This question has no *bearing upon* the subject under discussion.
3. Bear out—(Confirm) His evidence does not *bear out* the charge.
4. Bear down (to crush by force or to over throw—পরাজিত করা বা উচ্ছেদ করা)—His vigour of firmness *bore down* all oppositions.
5. Bear with (to endure with—সহ করা)—Nobody could *bear with* his impertinence.
6. Bear up against (to oppose manfully, সাহস সহকারে সহ করা)—Under such adverse circumstances he *bore up against* the calamity.

Break

1. Break in—Bring under control (বশে আনা)—The horse was *broken in*.
2. Break into—Enter suddenly and forcibly (জোর করিয়া প্রবেশ করা)—The robbers *broke into* our house last night.
3. Break out : (Disease, fire, war) (প্রাদুর্ভাব হওয়া)—Cholera has *broken out* there.
4. Break up : Dissolve (ভাঙা)—The meeting *broke up* at 6 p. m.
5. Break down—His health broke down at an early age.

6. Break off (to end, to discontinue ; শেষ করা, ভঙ্গ করা)—At his arrival we had to *break off* our discussion. *She broke off* in the middle of her story.
7. Break away from (to revolt ; বিদ্রোহী হওয়া)—The elephant *broke away from* his enclosure and trampled many young children.
8. Break forth (to give vent to one's feelings, to issue suddenly—মনের ভাব প্রকাশ করা ; নির্গত হওয়া)—By way of conversation he *broke forth* his mind to his friend.

Bring

1. Bring about : Cause to happen (ঘটানো)—His laziness *brought about* his ruin.
2. Bring on : Cause (ঘটানো)—Over-eating *brings on* disease.
3. Bring up : Educate, rear, (পালন করা)—He was *brought up* by his aunt.
4. Bring forth—This tree will *bring forth* (produce) good fruit.
5. Bring in—This business will *bring in* a large income.
6. Bring out—Publish : He has *brought out* a new book.
7. Bring round—Cause to recover : Careful nursing will soon *bring round* the patient.
8. Bring forward (to produce ; to bring into notice—উৎপাদন করা, দৃষ্টি আকর্ষণ করা)—The suggestion *brought forward* by him was rejected by his partners.

Burst

1. Burst into—The child *burst into* tears at the sight of its mother.
2. Burst out—She *burst out* weeping like a child.
3. Burst forth (to break out ; প্রকাশ করা ; ফাটিয়া নির্গত হওয়া)—The conspirators were planning against the king but it *burst forth* all on a sudden.
4. Burst on (to appear suddenly or to dawn suddenly upon ; হঠাৎ প্রতিভাত হওয়া বা প্রবেশ করা)—A flash of light *burst on* the scene and everything was visible for a moment.

Beat

1. Beat against (to strike often, পুনঃ পুনঃ আঘাত করা)—The waves *beat against* the sea-shore all the time.
2. Beat down (to break, to destroy, ধ্বংস করা, ভগ্ন করা)—The police *beat down* the rebels with great ability.

3. Beat back (to drive back, হঠাইয়া দেওয়া)—He could *beat back* the angry crowd single handed.
4. Beat into (to teach, to instill. শিক্ষা দেওয়া)—Swami Vivekananda *beat into* our mind the sense of patriotism.

Blow

1. Blow down (to prostrate by wind, ভূমিস্তম্ভ করা)—The terrible storm *blew down* hundreds of Kuchha houses in the villages.
2. Blow out (to extinguish, নিভাইয়া ফেলা)—When the candle was *blown out* by the wind the room became completely dark.
3. Blow over (to pass over without effect ; চলিয়া যাওয়া)—Wait for sometime and you will be able to *blow over* the difficult situation.
4. Blow up (to kindle ; উড়াইয়া দেওয়া)—The mine was *blown up* with all the workers working inside the mine.

Call

1. Call at—I *called at* (যাওয়া) his house last night.
2. Call in—Please *call in* (ডাকা) a doctor at once.
3. Call on—I shall *call on* (দেখা করা) you tomorrow.
4. Call for—(Demand)—I *called for* an explanation from him.
5. Call over—The teacher is *calling over* the roll.
6. Call up (স্মরণ করা)—I cannot *call up* his name.
7. Call out (to shout ; উচ্চস্বরে বলা)—I *called out* to him but he disappeared in the dark.
8. Call upon (to order, to require, আদেশ করা প্রয়োজনবোধ করা)—I was, unfortunately, *called upon* to give evidence against him.

Carry

1. Carry on : Conduct—চালান (business, war, conversation)—He is *carrying on* a business.
2. Carry out : Execute (কার্যে পরিণত করা) : He has *carried out* my orders.
3. Carry off (to take away by force, to kill, জোর করিয়া লইয়া যাওয়া, বধ করা)—The merchant was *carried off* by the gundas and they locked him into a dark room. Cholera has *carried off* (killed) a large number of men.

4. Carry away (to take to another place, স্থানান্তরিত করা)—
The wounded person was *carried away* to the hospital.
5. Carry through (to bring to a successful end, অধ্যবসায় দ্বারা
কৃতকার্য হওয়া)—If you persevere to *carry through* your
study, you are sure to secure a good result in the
examination.

Cast

1. Cast about for :—Look for (খোঁজা) : He was *casting about* for a suitable word.
2. Cast aside : Give up : *Cast aside* all prejudices.
3. Cast down : Depress (ভগ্নোৎসাহ করা)—He was *cast down* by his misfortune.
4. Cast away (to throw aside, to waste by profusion ;
ফেলে দেওয়া, অপরিমিত ব্যয় করা)—The girl could not hold
the bundle and she *cast it away*.

Come

1. Come across : (Meet ; হঠাৎ দেখা পাওয়া)—I never *came across* such a beautiful scenery.
2. Come by : (Get)—How did you *come by* this book ?
3. Come of : (জন্মগ্রহণ করা)—He *comes of* a respectable family.
4. Come off : Take place (সংঘটিত হওয়া)—The prize distribution *comes off* tomorrow.
5. Come out : (বাহির হওয়া, প্রকাশিত হওয়া)—The second edition of this book *came out* yesterday.
The result will *come out* tomorrow.
6. Come round : Recover (আরোগ্য হওয়া)—He *came round* within a week.
7. Come about—Happen : How has all this *come about* ?
8. Come to—Amount to : His monthly income *comes to* one thousand rupees.
9. Come up to—Be equal to : Your progress does not *come up to* our expectation.
10. Come in for : (to receive, পাওয়া, ভাগ পাওয়া)—If you persist in your mischiefs, you will *come in for* heavy penalty.
11. Come into : (to inherit money or property ; উত্তরাধিকার
স্বত্ব পাওয়া)—At his grand-mother's death he *came into* a large property.

Cut

1. Cut down—Reduce : *Cut down* your expenses.
2. Cut off—This man was *cut off* (died) very early.
3. Cut out : (to remove from the midst, to fashion, স্থানান্তরিত করা, গঠন করা) —This furniture is *cut out* to suit in an aristocrat family.
4. Cut up : (unhappy ; অশুভ) She was terribly *cut up* on hearing the news of her brother's tragic death.

Cry

1. Cry down : (to mark little of ; হেয় করা) —You should not *cry down* the conduct of others.
2. Cry for : (to desire ; to cry for getting something, কোন কিছু পাইতে আকাঙ্ক্ষা করা) —The child is *crying for* toys.
3. Cry out against : (to complain loudly against ; সোচ্চারে প্রতিবাদ করা) —The opposition party *cried out* against the Bill placed in the Assembly House.
4. Cry up : (to praise, to extol ; অত্যধিক সুখ্যাতি করা) —The people of Bangladesh *cried up* Mrs Indira Gandhi for the help she had rendered to them.

Draw

1. Draw up—Draft (যুগাবিদা করা) : I *drew up* this petition.
2. Draw down : (to raise, to bring down ; উৎপাদন করা, ঘাড়ে আনা) —He *brought down* on his shoulder all the responsibility to finish the work.
3. Draw on : (to allure ; প্রলোভিত করা) —He was *drawn on* to become a member of the party.
4. Draw back : (to retreat, প্রত্যাগমন করা) —The army *drew back* when the Commander understood that the enemy was very strong.
5. Draw along : (to draw with or attended by, সহগামী হওয়া) —The public *drew along* the police to arrest the miscreants.

Fall

1. Fall upon—Attack : We *fell upon* the enemy suddenly.
2. Fall out—Quarrel : Brothers should not *fall out* with one another.
3. Fall through—Fail (নিফল হওয়া) : The scheme *fell through* for want of funds.

4. Fall to—Begin : They *fell to* eating greedily.
5. Fall back upon—Depend on (কোন কিছু বা কাহারও উপর সাহায্যের জন্ত নির্ভর করা) : I have nothing to *fall back upon* after my retirement.

Give

1. Give away —Mrs. Roy *gave away* the prizes.
2. Give in—(i) Yield (পরাজয় স্বীকার করা) : At first he opposed the proposal but later on he was compelled *to give in*. (ii) Tender (দেওয়া) : He has *given in* his resignation.
3. Give out (প্রচার করা) : He *gave out* that he would resign his post.
4. Give up—Abandon (পরিত্যাগ করা) : *Give up* the bad habit.
5. Give over : (to transfer or to hand over to another person, হস্তান্তরিত করা) —He *gave over* the charge of the office to Mr. Karmakar.
6. Give way : (to yield ; to break, বশতা স্বীকার করা, ভেঙ্গে পড়া) —The man was so obstinate that I had to *give way* at last. There was a terrible storm last night and the house almost *gave way*.

Get

1. Get at—Reach, obtain (নাগাল পাওয়া, পাওয়া) : The fox could not *get at* the grapes.
2. Get into—Enter : He *got into* the car with his brother.
3. Get down—Alight (নামা) : We *got down* from the car near the bridge.
4. Get on—Fare (ভাল বা মন্দ থাকা) : How are you *getting on* ?
5. Get over—Overcome (অতিক্রম করা) : He *got over* the difficulties easily.
6. Get through : Succeed in (কৃতকার্ণ হওয়া) : He could not *get through* the examination.
7. Get up—*Get up* (rise) early in the morning,

Go

1. Go by—(i) Follow ; (ii) অতীত হওয়া ।
 (i) He *goes by* a good principle.
 (ii) A week has *gone by* since I came here.

2. Go in for—Compete for ; appear at : He will *go in for* the B.A. Examination.
3. Go on—Continue : *Go on* with your studies.
4. Go through—Examine : I have *gone through* this book.
5. Go up—The price of rice has *gone up* (বর্ধিত হওয়া).
6. Go out—(i) He should not *go out* in the sun.
(ii) Be extinguished : The lamp has *gone out*.
7. Go without—He has *gone without* food today.
8. Go about : (to move or go in all directions ; চারিদিকে ঘাওয়া করা)—You must not *go about* to make the affair public.
9. Go after : (to follow, to pursue ; অনুসরণ করা, অনুসরণ করা)—The hunter *went after* the deer but it soon disappeared into the bushes.
10. Go ahead : (to make progress beyond others ; অপরাপেক্ষা উন্নত হওয়া)—Santosh has *gone much ahead* of other boys in his class.
11. Go at : (to attack ; আক্রমণ করা)—The rogue *went at* the merchant and dragged him out of his car.
12. Go off : (to depart ; প্রস্থান করা)—They *went off* in great hurry.
13. Go down : (to be accepted ; স্বীকৃত হইবে)—The genocide in Bangladesh will *go down* in history as one of the worst acts of barbarism.

Hand

1. Hand in—Tender (দেওয়া) : He has *handed in* the resignation.
2. Hand over—Deliver (হস্তে সমর্পণ করা) : (i) The thief has been *handed over* to police
(ii) *Hand over* this letter to my mother.

Hang

1. Hang about : (to loiter near a place ; কোন স্থানে ইতস্তত ঘুরাফেরা করা)—Last evening I saw you *hanging about* College Square.
2. Hang back : (to hesitate to act upon ; ইতস্তত করা)—He was invited to join the party but he *hung back*.
3. Hang upon : (to depend upon ; নির্ভর করা)—Nobody should *hang upon* others.

Hold

1. Hold out—(i) বাড়াইয়া দেওয়া : *Hold out* your right hand to me.
(ii) পরাজয় স্বীকার না করা : The garrison *held out* for several months.
2. Hold up—(i) Raise : *Hold up* your head.
(ii) Stop : The traffic was *held up* for half an hour.
3. Hold back : (to keep back ; to conceal ; দমন করা, গোপন করা—What makes you to *hold back* the information from me ?
4. Hold with : (to agree ; সম্মতি দেওয়া)—I do not *hold with* that we should be unkind to the sinners.
5. Hold over : (to delay, to postpone ; বিলম্ব করা বা স্থগিত রাখা)—The magistrate agreed to *hold over* the trial till all the evidence could be gathered.

Keep

1. Keep up—(i) Maintain (বজায় রাখা) : He *kept up* the reputation of the school.
(ii) Remain awake : I *keep up* late at night.
2. Keep to—(i) Adhere to (লাগিয়া থাকা) : *Keep to* your own principle.
(ii) (ছাড়িয়া না যাওয়া) : *Keep to* your respective seats.
3. Keep off—(i) (দূরে রাখা, ঘেষিতে না দেওয়া) : There is a fencing to *keep off* cattle.
(ii) Remain at a distance : Please *keep off* the grass.
4. Keep away—Always *keep away* from bad boys.

Let

1. Let in : (to admit ; to allow to enter ; সম্মতি দেওয়া ; প্রবেশে অনুমতি দেওয়া)—The cinema hall was full to its capacity and still many persons wanted to be *let in*.
2. Let down : (to lower, অবনমিত করা)—The farmer *let down* the basket of water into the tank.
3. Let off : (to allow to go, to release ; মুক্তি দেওয়া)—In spite of your serious offence I am *letting* you off this time.
4. Let out : (to lease on hire ; ভাড়া দেওয়া)—On the M. B. Road, Birati, there is a decent house to *let out*.

Lay

1. Lay by (or, up)—Save (সঞ্চিত করা) : Always *lay by* (or, up) something for the future.
2. Lay down—(i) Sacrifice (উৎসর্গ করা) : He *laid down* his life for the country.
(ii) Prescribe (নির্দেশ করিয়া দেওয়া) : He *laid down* some rules for our guidance.
3. Lay out—Invest (খাটান) : He has *laid out* all his savings in this business.

Live

1. Live for : (to devote one's life to ; আত্মনিয়োগ করা) — The country is grateful to those patriots who *lived* and died *for* the country.
2. Live on : (to subsist on ; কোন দ্রব্য ভক্ষণ করিয়া জীবন ধারণ করা) — We, the Bengalees, mostly *live on* rice and fish.
3. Live upto : (to prove oneself worthy of ; নিজেকে উপযুক্ত বলে প্রতিপন্ন করা) — We should *live upto* the principles we preach.

Look

1. Look after—Take care of : This boy has none to *look after* him.
2. Look down upon—Regard as inferior (হেয়জ্ঞান করা) : The rich *look down upon* the poor.
3. Look for—(i) Search for : He is *looking for* the missing letter.
(ii) Expect : I *looked for* better treatment from you.
4. Look into—Enquire into (তন্ন তন্ন করিয়া দেখা) : I shall *look into* the connected papers.
5. Look upon—Regard : He *looks upon* me as his father.
6. Look up—(i) Increase : The price of gold is *looking up*.
(ii) Search for : *Look up* the word in the dictionary.
7. Look over—Examine : I have *looked over* all the papers.
8. Look out for—Search for : I *looked out for* a good house in this locality.
9. Look in—Make a short visit : I *looked in* just to see how they were doing.

10. Look up to—Respect : I *look up to* him as a great scientist.

Make

1. Make off with—Run away with : The porter *made off with* my luggage.
2. Make out—(i) Understand : I could not *make out* the meaning of the passage.
(ii) Establish (প্রমাণ করা) : *Make out* a strong case for the increase of the grant.
3. Make over—Transfer possession of (অর্পণ করা) :
(a) The father *made over* his property to his son.
(b) The outgoing Headmaster *made over* charge to his successor.
4. Make for (কোন কিছু দিকে দাবিত হওয়া) : He *made for* the gate with quick steps.
5. Make up—(i) Settle (মীমাংসা করা) : They have *made up* their dispute.
(ii) Compensate (পূরণ করা) : He did nothing to *make up* the loss.
6. Make up for—Compensate for : You must *make up for* the lost time.

Pass

1. Pass away—Die : The old man *passed away* yesterday.
2. Pass by—Overlook : No one could *pass by* such a beautiful sight.
3. Pass off—The festival *passed off* smoothly.
4. Pass for (গণ্য হওয়া বা চলিয়া যাওয়া)—He *passes for* a rich man.
5. Pass over : (to ignore ; অবহেলা করা)—She *passed over* the first lesson and never cared to read it.
6. Pass through : (to undergo, to experience ; অভিজ্ঞতা অর্জন করা)—She acquired this wisdom only after she had *passed through* long years of sufferings.

Play

1. Play upon : (musical instrument)—She *played upon* the harmonium and sang a melodious song.
2. Play with : (to trifle with ; ক্রীড়া করা)—When she discovered that he had simply *played with* her love she became furious.

3. Play for : (to try for ; চেষ্টা করা)—He sincerely *played for* improving his position.

Pick

1. Pick up—Take up from the ground : *Pick up* the book from the ground and put it on the table.
 2. Pick out (বাছিয়া বাহির করা) : *Pick out* the adverb clauses from the following examples.

Put

1. Put forth—(i) Use : *Put forth* all your energy in this work.
 (ii) Send out (buds, leaves, etc.) : Trees *put forth* new leaves in spring.
 2. Put down—(i) Write : *Put down* your name here.
 (ii) Suppress (দমন করা) : The king managed to *put down* the rebellion.
 3. Put off—(i) Take off (খোলা) : *Put off* your shirt now.
 (ii) Postpone (স্থগিত রাখা) : Never *put off* any work for tomorrow.
 4. Put on—Wear : *Put on* your clothes quickly.
 5. Put out—(i) Extinguish (নিভানো) : *Put out* the lamp.
 (ii) Stretch out (প্রসারিত করা) : *Put out* your hand.
 6. Put up with—(i) Stay with : He *puts up with* his uncle.
 (ii) Tolerate (সহ্য করা) : I could not *put up with* the insult.

Run

1. Run out—Be exhausted (ফুরাইয়া যাওয়া) : The provisions *ran out*.
 2. Run over—A child was *run over* by a car yesterday.
 Run through—(i) Go through quickly (তাড়াতাড়ি দেখিয়া লওয়া) : I have *run through* the book.
 (ii) Waste (নষ্ট করিয়া ফেলা) : He has *run through* all his property.

Set

1. Set apart—Reserve: He has *set apart* Rs. 1000·00 for charity.
 2. Set about—Begin : I will *set about* my task at once.
 3. Set aside—Annul (রদ করা) : The High Court has *set aside* the judgement of the lower court.
 4. Set on—Incite : A naughty boy has *set* the dog *on* the beggar.

5. Set in—Begin : The rainy season has *set in*.
6. Set off—Start : He has *set off* for Varanasi.
7. Set out—Start : He has *set out* for Bombay.
8. Set up—Establish (স্থাপিত করা) : He has *set up* a High School.

Stand

1. Stand by—Support (সাহায্য করা, সমর্থন করা) : All the pleaders *stood by* him.

Take

1. Take down—Write : *Take down* some notes.
2. Take off—Remove (খুলিয়া ফেলা)—*Take off* your shirt.
3. Take up—(i) He has *taken up* (adopt) the cause of the poor.
(ii) Fix : He *took up* his residence at Kalna.
(iii) Occupy : Cooking *takes up* all her time.
4. Take for—Regard as : I *took* him *for* a European.
5. Take after—Resemble : This girl *takes after* her mother.
6. Take out—Extract : The dentist *took out* my tooth.
7. Take to—Resort to : He has *taken to* black-marketing.

Turn

1. Turn into—Translate : *Turn* this passage *into* Bengali.
2. Turn up—Appear : Both the teams *turned up* punctually at 5 p.m.
3. Turn to—*Turn to* your friend and he will help you.
4. Turn off—(to put out light etc., to dismiss)
(i) *Turn off* the gas at 8 p.m.
(ii) I shall *turn off* this servant, if he misbehaves again.
5. Turn on—(a switch, gas etc) : *Turn on* the gas.
6. Turn down (প্রত্যাখ্যান করা) : The Government has *turned down* my proposal.
7. Turn out—(i) Expel (বাহির করিয়া দেওয়া) : The boy was *turned out* for misconduct.

(ii) Produce (উৎপাদন করা) : The mill could not *turn out* more than 100 quintals of sugar last week.

Tell

1. Tell off—To appoint to special duty.
The officer *told off* some of his men to watch the area.
2. Tell against—To go against (বিরুদ্ধে যাওয়া).
This fact will *tell against* the accused.
3. Tell on or upon—Affect (ক্ষতি করা) : Overwork *told upon* his health.

Work

1. Work out—Solve (সমাধান করা) : Can you *work out* this sum ?
2. Work at—To be engaged in : He has been *working at* social reforms for the last ten years.

PHRASES BEGINNING WITH A VERB

Bear

1. Bear testimony to—(প্রমাণ করা) : His manners *bear testimony to* his good breeding.
2. Bear the brunt of—endure the force of (প্রধান ঝক্কি সামলান) :
The Indian troops *bore the brunt of* the enemy's attack.
3. Bear the stamp of—have the mark of : This boy *bears the stamp of* a genius.

Beat

1. Beat time—regulate time in music (সঙ্গীতের তাল দেওয়া) :
He sat and *beat time* with his hand on the table.
2. Beat about the bush—digress (বাজে কথা বলা) : Do not *beat about the bush* but come to the point directly.

Break

1. Break the ice—speak first : Both were silent for a while ;
at last one of them *broke the ice*.
2. Break the news to—communicate ill news to : No one
agreed to *break the news of* my mother's death to me.

Bring

1. Bring to book—charge (দাবী করা, তিরস্কার করা) : The boy was *brought to book* for his misconduct.
2. Bring home to—prove conclusively against (কাহারও বিরুদ্ধে প্রমাণ করা) : The charge was *brought home to* the accused and he was convicted.
3. Bring to senses—cause to understand the right thing : The sudden death of his father *brought him to his senses*.

Call

1. Call attention to—draw attention to : I *call your attention to* this matter.
2. Call a spade a spade—I have the courage *to call a spade a spade* (to be outspoken ; উচিত কথা বলা).

Carry

1. Carry conviction—convince (বিশ্বাস জন্মান) : His arguments *carried conviction* to us all.
2. Carry one's point—gain his point : He *carried his point* by unfair means.
3. Carry the day—win : The Allies *carried the day* in the last great war.

Come

1. Come to a head—suppurate : The boil has *come to a head*.
2. Come short of—be less than : His results *came far short* of our expectation.
3. Come to life—recover consciousness : He has swooned away but will soon *come to life*.
4. Come to know—I have *come to know* that he is ill.

Cut

1. Cut a joke—Why do you *cut a joke* with him ?
2. Cut to the quick—wound the feelings : His remarks have *cut me to the quick* (মর্মান্বিত করা).

Fall

1. Fall foul of—quarrel with : The two brothers *fell foul* of each other.
2. Fall a victim to—He *fell a victim to* hunger and fatigue (died of).

3. Fall on one's knees—*Fall on your knees* and beg his pardon.

Get

1. Get the better of—overcome: His good sense at last *got the better of* his jealousy.
2. Get off scot-free—The offender must not *get off scot-free* (escape unpunished).
3. Get into a scrape—fall into a difficulty: Be careful, otherwise you will *get into a scrape*.

Give

1. Give away—hand over: The Headmaster *gave away* the prizes.
2. Give birth to—She has *given birth to* a child.
3. Give ear to—listen to: Please, *give ear to* my prayer.
4. Give oneself the airs of—pretend to be: He *gives himself the airs of* a rich man.
5. Give the lie to—show the falsity of (মিথ্যা প্রতিপন্ন করা): Your statement *gives the lie to* our supposition.

Go

1. Go a long (or great) way—Your presence *will to a long way to* console him.
2. Go hard with—It will *go hard with* you if you are discharged from service (মুশ্কিলে ফেলা).
3. Go down with—be accepted by—This excuse will not *go down with* us.
4. Go one's round—The constable is *going his rounds*.
5. Go to rack and ruin—be ruined: All his estate has *gone to rack and ruin*.

Hold

1. Hold in high esteem, contempt (অদ্বা বা অবজ্ঞা করা)—Sir Asutosh Mukherjee was *held in high esteem*.

Keep

1. Keep body and soul together—remain above starvation: In these hard days it is difficult to *keep body and soul together* (আহার্য্যভাবে না মরা).
2. Keep an eye on—*Keep a vigilant eye on* your luggage.
3. Keep up late—You should not *keep up late* at night.

Lay

1. Lay heads together—consult (একত্র হইয়া পরামর্শ করা) : We all *laid our heads together* to devise ways and means.

Make

1. Make one's mark—distinguish oneself : He *made his mark* in painting (নাম করিয়াছিল).
2. Make both ends meet : (আয়-ব্যয়ের সমতা রাখিয়া সংসার চালান)—With my small income I cannot *make both ends meet*.
3. Make the best of—utilise (সম্ব্যবহার করা) : *Make the best* of this opportunity.
4. Make headway—progress : He *made* much *headway* in studies.

Play

1. Play tricks on—deceive : He *played tricks* on me.
2. Play hide and seek with—avoid : Do not *play hide and seek* with your creditors.
3. Play ducks and drakes with—spend foolishly (ছিনিমিনি খেলা) : Do not *play ducks and drakes* with your money.

Run

1. Run amuck—run about like a mad man : The rioters *ran amuck* through the streets attacking anyone and everyone.
2. Run to waste—be left unused or applied to useless ends : He allowed his talent *to run to waste*.

Set

1. Set on foot—start : A conspiracy has been *set on foot*.
2. Set at naught—defy (অগ্রাহ্য করা) : You have repeatedly *set at naught* my authority.

Take

1. Take air—be out : The secret has *taken air*.
2. Take aback—surprise : I was *taken aback* at his conduct.
3. Take to heart—be touched (যনে দারুণ আঘাত পাওয়া) : He *took* those remarks very much *to heart*.
4. Take French leave—steal away (না বলিয়া গোপনে পলায়ন করা) : This boy often *takes French leave* from school.

PHRASES & IDIOMS

1. Bipin lives *from hand to mouth*.
2. This man is too poor to *keep the wolf from the door*.
3. Many political leaders care more for *loaves and fishes* than for the real good of the country.
4. It is a shame that you have *eaten your words*.

Note the italicized portions (groups of words or *phrases*) in each of the above sentences. If the words in each group are construed literally, we can make almost nothing out of them. But each group, taken as a whole, has a special meaning which usage has fixed upon it.

In (1) the meaning is that Bipin spends all he earns, i.e. without making any savings.

(2) We mean that the man is so poor that he often fails to avert starvation.

(3) *Loaves and fishes* means personal benefits, as opposed to genuine service to the country.

(4) *To eat one's words* means to retract one's words abjectly i.e. to go back upon one's words.

Such groups of words are called *Idiomatic Phrases*, or simply *Idioms*.

In English, as in any rich language, *Idioms* have an important place.

The most vital fact about *Idioms* is that they can, in no circumstances, be varied, or, modified at the writer's option. For example, we cannot say "to live from *the hand to the mouth*", or, "to eat one's *own words*".

Study the following lists of *Idioms* and learn their uses.

PHRASES BEGINNING WITH A PREPOSITION

At

1. At a loss—Puzzled (কিংকর্তব্যবিমূঢ়): I was *at a loss* to know what to do.
2. At length—(i) *At length* (at last) the master of the house came out.
(ii) He discussed the matter *at length* (in detail—বিস্তৃতভাবে).
3. At a stretch—Without stopping (না থামিয়া): I can work three hours *at a stretch*.

4. At one's finger's end—He has the rules of the Education Department *at his finger's end* (নিয়মগুলি যেন তাহার নখদর্পণে রহিয়াছে).
5. At the point of—The old man is *at the point of* death.
6. At the latest (খুব বেশী দেরী হইলে): I shall return tomorrow *at the latest*.
7. At the outset—At the beginning: He objected to it *at the outset*.
8. At any cost (যেমন করিয়া হউক): I must do my duty *at any cost*.
9. At a dead lock (স্থগিত): At present the political situation is *at a dead lock*.
10. At dead of night—After mid-night: A thief entered into my room *at dead of night*.
11. At the head of (পুরোভাগে): The general marched *at the head of* a large army.
12. At home (i) At ease (অচ্ছন্দচিত্ত): I feel quite *at home* in your house.
(ii) He is *at home* (familiar—দক্ষ) in this subject.
13. At all events—Whatever may happen (যাহাই ঘটুক না কেন): *At all events* I must start tomorrow.
14. At all risks—Whatever the risk may be: I shall do it *at all risks*.
15. At any rate—At least: He is very stupid, *at any rate* he seems to be so.
16. At large—In general: The people *at large* do not support this change.
17. At daggers drawn—In violent enmity: The two brothers are *at daggers drawn* with each other.
18. At one's elbow—Very near: His friend is always *at his elbow*.
19. At one's expense—Do not laugh *at his expense* (at his pain or injury).
20. At sixes and sevens—In disorder: All the things of the house were *at sixes and sevens*.
21. At the eleventh hour—At the last moment: His application reached me *at the eleventh hour*.
22. At one's wit's end—Puzzled: I was *at my wit's end* as to what to do.
23. At variance with—In disagreement with: Your actions are *at variance with* your words.

24. At arm's length : I always keep a bad man *at arm's length* (avoid him).
25. At one's beck and call : I am *at your beck and call* (ever ready to carry out your orders).
26. At intervals—Occasionally : He goes to Calcutta *at intervals*.
27. At loggerheads—Hostile : The three brothers are *at loggerheads* with one another.
28. At random—Without a fixed aim : He talks *at random*.
29. At stake—In danger : My reputation is *at stake*.
30. At one's sweet will : He does this and that *at his own sweet will*.
31. At bay—The lion is *at bay* (brought to a position from which he cannot *escape*—(কোণঠাসা)).

By

1. By all means—Without fail (অবশ্যই) : You should by *all means* try to pass in the first division.
2. By means of—Through (দ্বারা) : He succeeded *by means* of foul practices.
3. By and by—Presently, (শীঘ্রই) : He will come here *by and by*.
4. By the by (by the way)—Incidentally (প্রসঙ্গক্রমে) : *By the by (by the way)*, when are you sailing for England ?
5. By dint of—Through (দ্বারা) : He succeeded *by dint of* perseverance.
6. By fair means or foul—Anyhow (যেরূপ করিয়াই হউক) : I shall fulfil my object *by fair means or foul*.
7. By (in) virtue of—On the ground of : He claims gratuity *by virtue of* his long service.
8. By hook or by crook—Anyhow (যে ভাবেই হউক) : I will do it *by hook or by crook*.
9. By far—Very much (অত্যন্ত) : He is *by far* the best boy in the class.
10. By reason of—On account of : He is loved by all *by reason of* his honesty.
11. By force of—He was compelled *by force of* circumstances to submit to the enemy.
12. By fits and starts—At intervals, irregularly (অনিয়মিত-ভাবে) : If you read *by fits and starts*, you will make no progress.

13. By leaps and bounds—At a rapid rate (ক্রতগতিতে) : The price of foodstuffs is increasing *by leaps and bounds*.
14. By no means—Not at all, certainly not : He is *by no means* a man of amiable disposition.
15. By way of—He related this story *by way of* illustration (as for the purpose of).

In

1. In abeyance—In a state of suspension (স্থগিত) : The consideration of this matter is still *in abeyance*.
2. In accordance with—(কোন কিছুর অনুসারে) : I did *this in accordance with* his advice.
3. In a body—All together (দলবদ্ধ হইয়া) : The boys came to me *in a body*.
4. In case—If : *In case* I go, I shall get a book for you.
5. In a fix—(বিষম সমস্যায়) : I was *in a fix* and did not know what to do.
6. In the course of—During : He made this remark *in the course of* conversation.
7. In addition to—Besides : He does the duties of the Headmaster *in addition to* his own.
8. In all (মোটের উপর) : I paid him Rs. 50'00 *in all*.
9. In a word—Briefly : Tell me *in a word* what he wants.
10. In black and white :—In writing (লিখিতভাবে) : Submit your report *in black and white*.
11. In consideration of—I pardon you *in consideration of* your tender age.
12. In consequence of—As a result of (কেনে) : He was dismissed *in consequence of* his frequent absence.
13. In compliance with—(কাহারও অনুরোধ ইত্যাদি অনুসারে) : I came here *in compliance with* his request.
14. In the dark—Ignorant : I am *in the dark* about their intention.
15. In default—In the case of failure to pay : The accused is fined Rs. 500'00 and, *in default*, sentenced to undergo one month's imprisonment.
16. In due course—In due time : The results will be published *in due course*.
17. In earnest (in right earnest)—Seriously, (খুব মন দিয়া) : He began his studies *in earnest*.
18. In exchange for (কোন কিছুর বিনিময়ে) : He gave me his watch *in exchange for* my fountain pen.

19. In full—Fully : He has been paid *in full*.
20. In force—(কার্যকরী) : This law will be *in force* from tomorrow.
21. In front of—There is a big tank *in front of* my house.
22. In hot haste—Very quickly : He made for his house *in hot haste*.
- 22a. In a hurry—Do not do anything *in a hurry*.
23. In lieu of—Instead of : Some boys take up Urdu *in lieu of* Bengali.
24. In no time—Very soon : We shall reach the destination *in no time*.
25. In order to—I advanced arguments *in order to* convince him.
- 25a. In person—Personally : I shall speak to him *in person*.
26. In pursuance of—According to : *In pursuance of* your advice I applied to him for help.
27. In order that—Work hard *in order that* you may succeed in life.
28. In question—Referred to before (উল্লিখিত) : Kindly grant me leave for the days *in question*.
29. In quest of—In search of : The birds are out *in quest of* food.
30. In regard to—With regard to, in reference to, with reference to : I have nothing to say *in regard to* that matter.
31. In defiance of—Do not do anything *in defiance of* (উপেক্ষা করিয়া) your mother's orders.
32. In favour of—I am not *in favour of* (পক্ষে) your proposal.
33. In fine—In conclusion (উপসংহারে) ; *In fine*, I invite your attention to my former letter.
34. In full swing—Work in the school is now *in full swing*. (পুরাদমে চলিতেছে).
35. In good faith—In honest belief : I have done this *in good faith*.
36. In pursuit of—In order to follow up and overtake : We all ran *in pursuit of* the thief.
37. In the ascendant : Your stars are *in the ascendant* (fortune favours you now).
38. In respect of—In point of : I am senior to him *in respect of* length of service.
39. In season and out of season—At all times : Why do you repeat this question *in season and out of season* ?

40. In store for—I do not know what more is *in store for* him (তাহার ভাগ্যে আছে).
41. In the face of—He made this proposal *in the face of* all opposition (সব বরকমের আপত্তি সত্ত্বেও).
42. In the nick of time—Just in time : We reached the station *in the nick of time*.
43. In the wake of—Immediately after : A famine followed *in the wake of* the flood.
44. In spite of—(সত্ত্বেও) : He will prosper in life *in spite of* his difficulties.
45. Instead of—(পরিবর্তে) : The phrase has been used *instead of* a single preposition.
46. In the event of—(কোন কিছু ঘটিলে) : He will leave this place *in the event of* his failure to get this job.
47. In the long run—In the end (পরিণামে) : He is sure to succeed *in the long run*.
48. In the teeth of—(কোনরূপ প্রতিবন্ধক সত্ত্বেও) : We managed to retreat *in the teeth of* great difficulties.
49. In view of—Considering : *In view of* recent troubles we do not think this step advisable.
50. In vogue—In general use, current (প্রচলিত) : These ornaments are much *in vogue* here.
51. Ins and outs—(সবিশেষ বিবরণ) : I know the *ins and outs* (details) of the scheme.
52. In case of—In the event of : I shall seek your help *in case of* need.
53. In a dilemma—In a fix (সমস্যায়) : He was *in a dilemma*.
54. In a nutshell—Briefly : He told me the story *in a nutshell*.
55. In cold blood—Deliberately (উদ্বেজনীর কোন কারণ ব্যতীতই) : He was murdered *in cold blood*.
56. In common with—Together with : I suffered *in common with* my friend.
57. In connection with—I came here *in connection with* the proposed conference.
58. In conformity with—I did this *in conformity with* his wishes.

On

1. On account of—I could not come to school *on account of* fever.
2. On no account—By no means (কিছুতেই না) : I shall *on no account* excuse him.
3. On (in) behalf of—Mr. Guha will conduct the case *on behalf of* the accused.
4. On an average—(গড়ে) : They will get Rs. 20'00 *on an average*.
5. On good terms—Friendly : He is *on good terms* with his class-mates.
6. On foot—By walking : We all went to the temple *on foot*.
7. On principle—(নিজের কোন আদর্শ অনুসারে) : He does not give alms to the poor *on principle*.
8. On purpose—In order to : He composed this poem *on purpose* to make people laugh.
9. On a large scale—Extensively (অধিক পরিমাণে) : The mill is producing cloth *on a large scale*.
10. On the contrary—(পক্ষান্তরে) : He is not a fool ; *on the contrary* he is very intelligent.
- 10a. On the ground of—On account of : He asked for a week's leave *on the ground of* illness.
11. On the eye of—Just before : I saw him *on the eve of* his departure.
12. On the one hand—On the other hand : As wealth has, *on the one hand*, given him power and position, so it has, *on the other hand*, deprived him of his health.
(একপক্ষে, পক্ষান্তরে).
13. On the look-out for—(খোঁজে) : He is *on the look-out* for a better post.
14. On the point of—(উক্ত) : He was *on the point of* commencing his work.
15. On all hands—By one and all : It is admitted *on all hands* that he is the cleverest of all the boys.
16. On board—There were 50 passengers *on board* the ship.
17. On demand—I promise to pay the sum *on demand*.
18. On and on—Continuously : He ran *on and on* till he caught the thief.

19. On pain of—The punishment being in case of failure : The examinees were asked not to adopt unfair means *on pain of* expulsion (আদেশ অমান্য করিলে বাহির করিয়া দেওয়া হইবে এই ভয় দেখাইয়া).
20. On second thoughts—After deliberation : At first they refused to accept my proposal but *on second thoughts* (পুনরায় বিবেচনা করিয়া) they agreed.
21. On a par with—Equal : His income is not *on a par with* even his minimum requirement. †
22. On the alert—Watchful (সতর্ক) : Be *on the alert*, otherwise the ruffians may fall on you.

To

1. To a degree—Excessively : He is selfish *to a degree*.
2. To a man (or the last man)—Without an exception : The soldiers were killed *to a man*.
3. To all appearance—Apparently (দৃশ্যতঃ) : *To all appearance* he is guilty.
4. To and fro—He is walking *to and fro* (একবার সম্মুখ দিকে একবার পশ্চাৎদিকে).
5. To no purpose—In vain : I advised him again and again but *to no purpose*.
6. To the best of—*To the best of* my knowledge and information (আমি যতদূর জানি), he is a reliable man.
7. To one's satisfaction—He did his duties *to our entire satisfaction*.
8. To one's face—In his very presence : I can say this *to his very face*.

Out of

1. Out of date—Out of fashion, not in vogue : Silver ornaments are now *out of date*.
2. Out of stock—Exhausted : This book is now *out of stock*.
3. Out of pocket—Penniless : I am *out of pocket* now.
4. Out of the question—Quite impossible : Retreat was then *out of the question*.
5. Out of the way—Remote and obscure : I live in an *out of the way* place (যেখানে যাতায়াত করা কঠিন).
6. Out of the wood—Free from danger : I am not yet *out of the wood*.
7. Out of touch with—I am *out of touch with* my relations.

Under

1. Under lock and key—(তালচাবি বন্ধ করিয়া ভাল রকমে আবদ্ধ) : The documents are *under lock and key*.
2. Under cover of—(কোন কিছুর দ্বারা আশ্রয়গোপন করিয়া) : The robbers approached *under cover of* darkness.
3. Under one's nose—Before the very eyes of : This murder was committed *under my very nose*.

Over

1. Over again—Once more (আবার) : Try it *over again*.
2. Over and over again—(পুনঃপুনঃ) : Read this book *over and over again*.
3. Over and above—In addition to : He has given me the actual cost, and, *over and above* that, he will give me the Rs. 200'00.
4. Over head and ears—Deeply involved (কোন বিষয়ে বিশেষ-ভাবে জড়িত) : He is *over head and ears* in debt.

Through

1. Through thick and thin—(সমস্ত বাধা বিপত্তির মধ্যে) : He followed his leader *through thick and thin*.

With

1. With a view to—(এ উদ্দেশ্যে) : He has come *with a view to* discussing an important matter with me.
2. With an eye to—(লক্ষ্য রাখিয়া) : Do everything *with an eye to* your future.

PHRASES BEGINNING WITH A VERB

Bear

1. Bear in mind—Remember : *Bear in mind* that honesty is the best policy.
2. Bear a grudge against—I *bear no grudge against* anyone.
3. Born with a silver spoon in one's mouth—Born rich : He was *born with a silver spoon in his mouth*.

Bring

1. Bring to light—Reveal (প্রকাশ করা) : The secret will be *brought to light* very soon.
2. Bring to life—Restore to life (পুনর্জীবিত করা) : The dying man was soon brought to life by the doctor.

3. Bring to notice—(গোচরে আনা) : The matter has been *brought to my notice*.
4. Bring to pass—(ঘটান) : How was the reconciliation between the two friends *brought to pass* ?

Build

1. To build castles in the air—(আকাশকুসুম রচনা করা) : Give up the habit of *building castles in the air*.

Call

1. Call in question—Doubt (সন্দেহ করা) : His honesty cannot be *called in question*.
2. Call one names—Abuse (গালি দেওয়া) : Why did you *call me names* ?
3. Call to mind—Recollect (স্মরণ করা) : I cannot *call to mind* what I said.

Carry

1. Carry into effect (execute)—Carry out (কার্যে পরিণত করা) : All his proposals were *carried into effect*.
2. Carry weight—Be considered as of importance : Your views will *carry weight* in this matter.

Come

1. Come to light—To be out (প্রকাশিত হওয়া) : The secret will never *come to light*.
2. Come true—Be fulfilled (সত্য প্রমাণিত হওয়া) : Your apprehension has *come true*.
3. Come to terms—(বিবাদ মিটমাট করা) : The two contending parties have *come to terms*.
4. Come to pass—Happen (ঘটা) : What was apprehended has *come to pass*.
5. Come into force—(বলবৎ হওয়া) : This act will *come into force* from tomorrow.
6. Come in contact with—(সংস্পর্শে আসা) : I never *came in contact with* such a good man.
7. Come to an end—(শেষ হওয়া) : The quarrel between the two families has *come to an end*.
8. Come to blows—(মারামারি করা) : From hot words they *came to blows*.

9. Come round—(আরোগ্য লাভ করা) : He was suffering from fever for sometime past but he has now *come round*.
10. Come of age—(দাবালক হওয়া) : He will soon *come of age*.
11. Come to nothing—Be fruitless : All our opposition against that proposal *came to nothing*.

Cut

1. Cut short—(সংক্ষিপ্ত করা) : *Cut short* your speech, please.
2. Cut a brilliant, good, poor or sorry figure—(যোগ্যতা বা অযোগ্যতা দেখান) :
 (i) He *cut a brilliant figure* (did very well).
 (ii) He *cut a sorry figure* (did not do well).

Fall

1. Fall short of—(কম হওয়া) : The result *fell far short of* our expectation.

Get

1. Get rid of—(মুক্ত হওয়া) : You must *get rid of* your bad habits.
2. Get by heart—(মুখস্থ করা) : *Get* this poem *by heart*.

Give

1. Give way—(চাপে ভাঙিয়া যাওয়া) : (i) The chair on which I sat *gave way*.
 (ii) His health *gave way* under excessive labour.
2. Give effect to—Carry out (কার্যে পরিণত করা) : *Give effect* to the resolution as soon as possible.
3. Give one's word—Promise : I have already *given my word* to him.
4. Give rise to—(জন্মানো) : Your conduct *gives rise to* grave suspicion.
5. Give up for lost—(জীবনের আশা ত্যাগ করা) : The doctor has *given up* the patient *for lost*.
6. Give away—Hand over : Who *gave away* the prizes ?

Go

1. Go abroad—(বিদেশে যাওয়া) : He was obliged to *go abroad* in search of employment.
2. Go astray—(কুপথে যাওয়া) : See that your son does not *go astray*.

3. Go to the dogs—(অধঃপাতে যাওয়া) : This boy is sure to *go to the dogs*.
4. Go hand in hand—(একসঙ্গে থাকা) : Prosperity *goes hand in hand* with industry.

Hold

1. Hold good—(ঠিক থাকা) : This rule will not *hold good* in every case.
2. Hold one's tongue—Remain silent : The boy was ordered to *hold his tongue*.

Keep

1. Keep company with—(মেলামেশা করা) : Do not *keep company* with bad boys.
2. Keep up late—You should not *keep up late* (অনেক রাত্রি পর্যন্ত জাগিয়া থাকা) at night.
3. Keep one's word—Do not fail to *keep your word*.

Lay

1. Lay waste—(উৎসন্ন করা) : The soldiers *laid waste* the cornfield.
2. Lay siege to—(অবরোধ করা) : The Nawab *laid siege* to the English fort.

Make

1. Make bold—(সাহস করা) : He *made bold* to speak out the truth.
2. Make good (i) (রক্ষা করা) : Never fail to *make good* your promise.
(ii) (ক্ষতিপূরণ করা) : You must *make good* the loss I incurred for you.
3. Make up one's mind—Decide (মনস্থির করা, সঙ্কল্প করা) : I have *made up my mind* to start a business.

Play

1. Play truant—Go away from school without leave : If you *play truant*, you will suffer in the long run.
2. Play a double game—Show hypocrisy (কপট আচরণ করা) : You are *playing a double game* with us.

Run

1. Run short—(কুরাইয়া যাওয়া) : Our provisions will soon *run short*.
2. Run the risk—(বিপদ বরণ করা) : Do not *run the risk* of losing your job.

Set

1. Set fire to—A rogue has *set fire* to my house.

2. Set on fire—My house was *set on fire* last night.
3. Set right—(ঠিক করা) : The machine is out of order, please *set it right*.

Take

1. Take a fancy to—(পছন্দ করা) : I have *taken a fancy to* this ring.
2. Take advantage of—(সুযোগ গ্রহণ করা) : Do not *take advantage of* his absence.
3. Take up arms—(অস্ত্র গ্রহণ করা) : The people *took up arms* against the king.
4. Take effect—(বলবৎ হওয়া) : This rule *takes effect* from tomorrow.
5. Take to task—(তিরস্কার করা) : I *took* my son *to task* for his idleness.
6. Take place—(ঘটনা) : This incident *took place* last night.
7. Take into account—(বিবেচনা করা) : I have not *taken into account* the cost of paper.
8. Take for granted—Suppose : *Take for granted* that he will remain absent.

Turn

1. Turn a deaf ear to—(কর্ণপাত না করা) : He *turned a deaf ear to* my advice.
2. Turn to account—(সদ্ব্যবহার করা) : A slow coach in everything, he failed to *turn it to account*.

Get

1. Get the better of—Overcome : His good sense at last *got the better of* his jealousy.
2. Get the upper hand—Gain mastery—(আধিপত্য লাভ করা) : The new party has *got the upper hand* to make political bargain.
3. Get scent of—The police has *got scent of* a conspiracy.

Give

1. Give away—Hand over : The Headmaster *gave away* the prizes.
2. Give birth to—She has *given birth to* a child.
3. Give ear to—Listen to : Please *give ear to* my prayer.

Go

1. Go a long (or great) way—Your presence will *go a long way* to console him.
2. Go to rack and ruin—Be ruined : All his estate has *gone to rack and ruin*.

1. Go back upon one's word—(প্রতিশ্রুতি ভঙ্গ করা) : I cannot go *back upon my word*.

Keep

1. Keep body and soul together—Remain above starvation : In these hard days most people find it difficult to *keep body and soul together* (আহারাভাবে না মরা).
2. Keep an eye on—*Keep an eye on* your luggage.

SOME MORE PHRASES IN COMMON USE

1. Above all (প্রধানতঃ) : You must have health and wealth ; and *above all* you must have character.
2. According to—He did this *according to* his father's direction.
3. All but—(প্রায়) : He is *all but* ruined.
4. As a rule—(সাধারণতঃ) : He goes to bed at 10 p. m. *as a rule*.
5. As for—(সম্বন্ধে) : *As for* myself, I have not yet thought over it.
6. Bag and baggage—He left Calcutta *bag and baggage* (তল্লিতল্লা সমেত).
7. Every now and then—(প্রায়ই) : He comes here *every now and then*.
8. Far and wide—Far and near—(সর্বত্র) : His reputation has spread *far and wide* (far and near).
9. For good—(চিরকালের জন্য) : He has left this place *for good*.
10. From time to time—(মাঝে মাঝে) : He comes here *from time to time*.
11. Hard and fast—(নির্দিষ্ট) : No *hard and fast* rule can be laid down in this connection.
12. Heart and soul—(প্রাণপণে) : He is *trying heart and soul* to get the prize.
13. Null and void—(বাতিল) : The document has become *null and void*.
14. Catch a tartar—Meet a very powerful opponent (শত্রু লোকের পাল্লায় পড়া) : In him you have *caught a tartar*.
15. See eye to eye—Agree : I cannot *see eye to eye* with him in this matter.
16. Follow suit—Follow one's example : The captain left the field and the others also *followed suit*.

17. A hard nut to crack—(কঠিন নয়না, শক্ত লোক) : He is *a hard nut to crack*.
18. Flesh and blood—Mankind : Such a treatment is more than *flesh and blood* could endure.
19. Head and shoulders—He is *head and shoulders* above his colleagues.
20. In black and white—In writing : He has given his opinion in *black and white*.
21. Length and breadth of a town or country—(সারা শহর বা দেশ ব্যাপিয়া) : His fame spread throughout *the length and breadth of the country*.
22. The long and short—Sum and substance (সংক্ষিপ্ত বিবরণ) : This is *the long and short* of the story.
23. Through thick and thin—Through all obstacles and difficulties (বাধাবিঘ্ন কিছু না মানিয়া) : I am determined to follow him *through thick and thin*.
24. Ups and downs—Rise and fall (উত্থান পতন) : Our life is full of *ups and downs*.
25. Wear and tear—Damage from constant use (ব্যবহারজনিত ক্ষয়) : The Tajmahal has stood the *wear and tear* of several centuries.
26. Tooth and nail—Very fiercely (ভয়ঙ্করভাবে) : He fought with his opponent *tooth and nail*.
27. Bad blood—Enmity : There is no *bad blood* among them.
28. A bed of roses—A comfortable position : The throne is not *a bed of roses*.
29. A black sheep—A bad character : He is a *black sheep* in our society.
30. Blue blood—Aristocratic birth (আভিজাত্য) : He is proud of his *blue blood*,
31. A close-fisted man—A miser : He is a *close fisted man*.
32. Cock and bull story—Improbable story : This is nothing but a *cock and bull story* ; I cannot believe it.
33. Crocodile tears—Hypocritical sorrow (ঝাঝাকান্না) : Your *crocodile tears* will not move us.
34. A slow coach—A lazy fellow : He is a *slow coach*.
35. A foregone conclusion—A result anticipated beforehand : The dismissal of the case was a *foregone conclusion* (পূর্বে অন্তর্নিহিত সিদ্ধান্ত).
36. Maiden speech—The first speech : His *maiden speech* was applauded by all.
37. Burning question—(যে বিষয়ে লোকে বর্তমানে উত্তেজনার সহিত

- আলোচনা করে) : Unemployment is the *burning question* of the day.
38. A lame excuse—(বাজে ওজর) : He offered a *lame excuse* for absence.
39. A lion's share—He took the *lion's share* (বড় ভাগ) of the sweets.
40. A square peg in a round hole—A misfit (অসঙ্গত ব্যক্তি) : A professor of English has been appointed manager of this steel factory, he will be a *square peg in a round hole*.
41. By fits and starts—Irregularly (খামখেয়ালী ভাবে) : One who works *by fits and starts* cannot succeed in life.
42. By and large—On the whole : He is *by and large* a man of sound principles.
43. Catch one on the hip—(কাহাকেও স্রবিশা মত বাগে পাওয়া) : If I can *catch him on the hip*, I shall teach him a good lesson.
44. Crying need—Urgent need : Mass education is the *crying need* of the day.
45. End in smoke—Become fruitless (নিষ্ফল হওয়া) : All our labour *ended in smoke*.
46. Fall flat—Become ineffective (নিষ্ফল হওয়া) : My advice *fell flat* on him.
47. Fresh blood—New and enthusiastic person (নূতন উৎসাহী লোক) : We want *fresh blood* on our staff.
48. Stand one in good stead—Be of great use (খুব কাজে লাগা) : Your advice will *stand us in good stead* in our enterprise.
49. Step into one's shoes—Take one's place : It will be very difficult to find a suitable man to *step into* the shoes of the present head of the department.
50. Far cry—A very great distance : It is a *far cry* from London to New York.
51. Red letter day—An important day : The 15th August is a *red letter day* in the history of India.
52. Fish out of water—In the father-in-law's house this girl was like a *fish out of water* (was in a very uncomfortable position)
53. To make mark—He will soon *make his mark* (distinguish himself) as a scientist.
54. To make clean breast of—I *made a clean breast of* (সব কথা খুলিয়া বলিলাম) the whole affair to my mother.
55. To bury the hatchet—Let us *bury the hatchet* (make peace) and be friends again.
56. To hang fire—The scheme has been *hanging fire* (put off) for years.

Idiomatic Use of Common Phrases

1. A man of letters (বিদ্বান লোক)—A man of letters is respected every where. (সর্বত্র সম্মানিত)
2. A man of the world (বিষয়ী লোক)—A man of the world loves riches.
3. A stone's throw (সামান্য দূরে)—Our school is a stone's throw from our house.
4. All day long (সারাদিন)—The ant works all day long.
5. At a loss (i) (হতবুদ্ধি)—I was at a loss how to answer him.
(ii) (লোকসানে)—He sold his goods at a loss.
6. At dead of night (গভীর নিস্তন্ধ রাত্ৰিতে)—We heard a cry at dead of night.
7. At every step (প্রতি পদে)—He had dangers at every step.
8. At first (প্রথম, প্রথম দিকে)—At first we kept silent.
9. At home in (পারদর্শী)—He is at home in geometry.
10. At intervals (ফাঁকে ফাঁকে)—It rained all day at intervals.
13. Bag and baggage (তল্লিতল্লা সহ)—He left the hostel, bag and baggage
14. Bid fair (ভবিষ্যতের সূচনা দেওয়া)—The boy bids fair to be a good writer.
15. Bosom friend (অন্তরঙ্গ বন্ধু)—We open (উন্মুক্ত করা) our hearts only to bosom friends.
16. By all means (সর্বোপায়ে, অবশ্য)—Help the poor boy by all means. (without fail)
17. By dint of (বলে, প্রভাবে)—He succeeded by dint of diligence (পরিশ্রম).
18. By fits and starts (হঠাৎ হঠাৎ, অনিয়মিত ভাবে)—It is no good to work by fits and starts.
19. By leaps and bounds (লাফে লাফে)—The prices of things have gone up by leaps and bounds.
20. Care a straw (or, a fig) for (গ্রাহ্য করা)—I do not care a straw for his threat. (ভীতি প্রদর্শন) [ইহার সব সময় negative ব্যবহার । কিন্তু, বাংলা—ভগবৎ জ্ঞান করা ।]
21. Cats and dogs (heavily, মুয়লধারে)—It rained cats and dogs for an hour.

22. Cock and bull story (গোজাখুরি গল্প)—I was amused (আমোদিত) by his cock and bull story.
23. Crocodile tears (মায়া কান্না)—His crocodile tears did not move (দয়ার উদ্ভেক করা) his master's mind.
24. Cut a sorry figure (শোচনীয় ফল করা)—The boy cut a sorry figure in sports.
25. Cut short (সংক্ষেপ করা)—Overwork cut his life short. The speaker cut short his speech (বক্তৃতা).
27. Far and wide, far and near (দেশ বিদেশ, দূর-নিকট)—His fame spread far and wide. People came from far and near to hear him.
28. For good, for ever (চিরকালের জন্ত)—Poet Byron left England for ever. You may keep the atlas for good.
29. For the good of (মঙ্গলের নিমিত্ত)—Great men live for the good of others.
30. From bad to worse (মন্দ হইতে মন্দতর)—The condition of the patient has gone from bad to worse.
31. From hand to mouth (দিন আনিয়া দিন খাওয়া)—Most people (অধিকাংশ লোক) live from hand to mouth.
32. Go ahead (এগিয়ে চলা)—Go ahead with your work.
33. Greek to me (অবোধ্য)—What you say is Greek to me.
34. Hand in hand (হাত ধরাধরি করিয়া)—The two friends walked hand in hand.
35. Hand to hand (হাতাহাতি)—They fought hand to hand.
36. Hard up (অভাবগ্রস্ত)—I am very hard up at present.
37. Heart and soul (সর্বাস্তঃকরণে)—He tried heart and soul to help me.
38. Hold good (কার্যকরী থাকা)—This rule (নিয়ম) still holds good.
39. In a body (একযোগে)—The boys went to the Headmaster in a body.
40. In accordance with (অনুসারে)—I send the money in accordance with your wishes.
41. In broad day-light (প্রকাশ দিবালোকে)—The murder was done in broad day-light.
42. In course of (মধ্যভাগে)—He recovered in course of a

- month. I said this in course of conversation (আলাপ প্রসঙ্গে).
43. In case of (ঘটিলে)—In case of failure try once again.
44. In full swing (পুরাদমে)—The bazaar was in full swing at mid-day.
45. In lieu of (পরিবর্তে)—He gave me rice in lieu of wheat. He took up Pali in lieu of Sanskrit.
46. In one's teens (thirteen to nineteen)—The boy is still in his teens.
47. In the dark (অন্ধকারে, অজ্ঞ)—I am quite in the dark about this matter.
48. In the guise of (বেশে)—Ravana stole Sita in the guise of a monk (সাধু).
49. In the long run (পরিণামে)—Sinners (পাপীয়া) suffer in the long run.
50. In the thick of (সর্বাঙ্গেক্ষণ ঘন স্থানে)—I was in the thick of the crowd. (এইরূপ—in the dense of the forest, in the deep of the sea.)
51. In the twinkling of an eye (চক্ষুর নিমেষে)—The aeroplane disappeared (অদৃশ হওয়া) in the twinkling of an eye.
52. Life and soul (প্রাণস্বরূপ)—This man is the life and soul of the village library.
53. Lose heart (হতাশ হওয়া)—Do not lose heart in case you fail.
54. Nip in the bud (অঙ্কুরে বিনাশ করা)—All my hopes were nipped in the bud by my father's death.
55. Now and then (সময় সময়)—He comes here now and then.
56. Of late (lately, recently, সম্প্রতি)—He has, of late, been more careful (সাবধান) about his health.
57. Of no avail (in vain, বৃথা)—All my efforts (চেষ্টা) to mend (সংশোধন করা) his bad habit (অভ্যাস) were of no avail.
58. On good terms (বন্ধুভাবাপন্ন, friendly)—He is on good terms with his neighbours (প্রতিবেশী).
59. On the eve of (প্রাক্কালে)—We left for home on the eve of the Pujas.
60. Out and out (পুরাপুরি)—This man is out and out a villain.

61. Out of date (বর্তমানে অপ্রচলিত)—This fashion in dress is now out of date.
62. Out of pocket (রিক্তহস্ত)—I am out of pocket at present.
63. Out of sorts (অস্থস্থ)—I am feeling out of sorts this morning.
64. Red letter day (স্মরণীয় উৎসবের দিন)—The 15th August is a red letter day for us.
65. Run through (নিঃশেষ করা)—The man has run through his large fortune (বিপুল ধনসম্পত্তি).
66. Safe and sound (নিরাপদে ও সুস্থ দেহে)—He reached home safe and sound.
67. Slip of the pen (লেখার সামান্য ভুল)—A slip of the pen caused a great loss (to cause, ঘটান).
68. Sooner or later (আগে বা পরে)—A spend-thrift (অমিতব্যয়ী লোক) must, sooner or later, come to grief (দুঃখে পড়া).
69. So so (এই এক প্রকার, বড় ভাল নয়)—I am so so.
70. Sum and substance (সারসর্ম্ম)—This is the sum and substance of his speech (বক্তৃতা, ভাষণ).
71. Take to heart (মনে আঘাত পাওয়া)—Please do not take his words to heart.
72. Three R's (reading, writing and rithmetic)—Every villager should learn the three R's.
73. Through thick and thin (সম্পদে-বিপদে)—The wife was with her husband through thick and thin.
74. Time and again (পুনঃ পুনঃ)—I have warned (to warn, সতর্ক করা) you time and again.
75. Time and tide (সময় ও জলশ্রোত)—Time and tide wait for no man.
76. To and fro (ইতস্ততঃ)—The guard (প্রহরী) paced (পায়চারী করা) to and fro. [to and from]
77. Turn over a new leaf (নূতন জীবন আরম্ভ করা)—He turned over a new leaf after his father's death.
78. Tit for tat (টিলটির বদলে পাটকেল)—The little girl tore her brother's book, and tit for tat he hid (লুকাইল) her doll.
79. Under lock and key (তালা-বন্ধ)—The room is under lock and key.

80. Ups and downs (উত্থান-পতন)—Life has its ups and downs.
81. What not (আরও কত কি)—"Steam propels, lowers, elevates pumps, pulls and what not."
82. With one voice (এক বাক্যে)—They spoke against you with one voice.

Some More Phrases in Common Use

1. Above board—His dealings are *above board* (fair).
2. After all—in spite of all that may be said to the contrary :
This boy is *after all* a genius.
3. All along—I was present *all along* (throughout).
4. According as—He did *according as* his father directed.
5. All and sundry—each and all : We invited *all and sundry* to the party.
6. All at once—suddenly : He rushed away from the room *all at once*.
7. All over (or up) with—be ruined or dead : It is now *all over with* the patient.
8. All the better—by far the better : It will be *all the better* if you personally speak to him.
9. All attention—You should be *all attention* when your teacher speaks.
10. All one—It is *all one* whether you go there or not.
11. Anything but—far from : It is *anything but* true that he has been killed.
12. As for—*As for* myself I have no objection to it.
13. As to—*As to* that matter, I have not yet thought over it.
14. A man of letters—a scholar, an author : His father was a *man of letters*.
15. As long as—Wait here *as long as* it rains.
16. As regards—*As regards* his qualification, he is a graduate.
17. Be-all and end-all—the sole object (একমাত্র লক্ষ্য) : India's freedom is the *be-all and end-all* of my life.
18. Between ourselves or between you and me—(তোমাদের
আমাদের মধ্যে) : *Between you and me* he is dishonest.

19. Fair and above board—straightforward : His dealings are *fair and above board*.
20. Fair field and no favour—strict, impartial justice : He seeks only *fair field and no favour*.
21. Far and away—decidedly : He is *far and away* the best boy in the class.
22. Few and far between—rare : The visits of my relations are *few and far between*.
23. First and foremost—Education is of the *first and foremost* importance.
24. Flesh and blood—human beings (মাংস, রক্ত-মাংসের শরীর) : *Flesh and blood* cannot endure such insult.
25. Hand in hand—(i) together : The two parties worked *hand in hand* in the matter. (ii) The two brothers are walking *hand in hand* (পরস্পর হাত ধরিয়া).
26. Hand to hand—(হাতাহাতি, in close encounter) : They fought *hand to hand* with swords.
27. Hand and (or, in) glove—very intimate : These two boys are *hand and glove* with each other.
28. Head and shoulders—very much : He is *head and shoulders* above you in merit.
29. Head and heart—both in intellect and feelings : Vidya-sagar was *head and heart* a great man.
30. High and low—People of all conditions : The death of Tagore was mourned by all, *high and low*.
31. Hole-and corner—secret : I hate such a *hole-and corner* policy.
32. Nook and corner—I searched every *nook and corner* (everywhere) for the book.
33. Behind the scene—secretly : They are conspiring against me *behind the scene*.
34. Beside the mark—irrelevant (অপ্রাসঙ্গিক) : Your remark is *beside the mark*.
35. Beside oneself with—He is *beside himself* with joy (or grief) (আনন্দে বা দুঃখে আত্মহারা).
36. Bid fair to—promise : He *bids fair to* be successful.

37. Kith and kin—relatives : He was forsaken by his *kith and kin*.
38. Lie in wait—(ওত পাতা) : We *lie in wait* for the enemy.
39. Loaves and fishes—personal gains : Some of the Ministers care only for *loaves and fishes*.
40. Off and on—now and then : He comes here *off and on*.
41. Once and again—repeatedly : The boy has been warned *once and again*.
42. Out at elbows—He is *out at elbows* now (নিতান্ত দুর্দশাগ্রস্ত),
43. Rank and file—the masses (সাধারণ লোক) : He does not mix with the *rank and file*.
44. Rhyme or reason—He began to abuse me without *rhyme or reason* (বিনা কারণে). There is neither *rhyme nor reason* in what he says (no sense).
45. Right and left—on all sides : He began to strike *right and left*.
46. Stuff and nonsense—rubbish : What you say is all *stuff and nonsense*.
47. Ways and means—methods especially for providing funds : The college fund is very poor ; we are trying to devise *ways and means* for its improvement.
48. To blow one's own trumpet—praise oneself (নিজেই নিজের গুণগান করা) : He is *blowing his own trumpet*.
49. Catch a tartar—meet a very powerful opponent (শক্ত লোকের পাল্লায় পড়া) : In him you have *caught a tartar*.
50. To fight shy of—avoid : Why do you *fight shy of* him ?
51. Find fault with—blame : Do not *find fault with* others.
52. Tremble (hang) in the balance—remain undecided : The fate of the accused is still *trembling in the balance*.
53. See eye to eye—agree : I cannot *see eye to eye* with him in this matter.
54. Throw dust in one's eye—deceive : No one can *throw dust in my eye*.
55. Beggar description—is indescribable : The miseries of the flood-stricken people *beggar description*.
56. Carry conviction—is convincing : His statement *carried conviction* to us all.

57. Carry favour—~~seek~~ favour by flattery : He is trying to *curry favour* with his boss.
58. Follow suit—follow one's example : The captain left the field and the other players also *followed suit*.
59. Hold water—stand trial or investigation : Your argument will not *hold water* (টিকিবে না).
60. Make a mess of—manage badly : A careless man *makes a mess of* everything.
61. Mince matters—speak half and suppress half : Don't *mince matters* but speak everything frankly.
62. Pay the piper—to bear the cost : You propose to give a party, but who will *pay the piper*.
63. Poke one's nose into—interfere : (অনধিকার চর্চা করা) : You must not *poke your nose into* others' affairs.
64. Play into the hands of—fall into the hands of : You are *playing into the hands of* a false friend.
65. Play second fiddle to—play a subordinate part to (কাহারও অধীন হইয়া কাজ করা) : I do not like to *play second fiddle to* such a fool.
66. Sail in the same boat—be equally exposed to risk or misfortune : We are partners in a business and *sailing in the same boat* (এক নৌকায় চলা, সমভূত্বভাগী হওয়া).
67. Speak volume for—is a strong evidence of : His silence *speaks volume for* his disapproval of this scheme.
68. Strain every nerve—try one's best : I shall *strain every nerve* to get the post for you.
69. A leap in the dark—(অনিশ্চিতের পথে পদক্ষেপ) : By migrating from Pakistan some people took *a leap in the dark*.
70. A hard nut to crack—(কঠিন সমস্যা, শক্ত লোক) : He is *a hard nut to crack*.

PHRASES IN PAIRS

1. Bread and butter—livelihood, জীবিকা : I am working hard *for bread and butter*.

2. Fire and sword—burning and killing, অগ্নিসংযোগ ও নরহত্যা :
Our army devastated the town with *fire and sword*.
3. Flesh and blood—mankind : *Flesh and blood* cannot endure such insult.
4. Go through fire and water—face all sorts of perils (সব রকম বিপদের সম্মুখীন হওয়া) :
He will *go through fire and water* to carry out this object.
5. Give and take—(আদান-প্রদান) : No compromise is possible unless you have the spirit of *give and take*.
6. Hue and cry—uproar (হৈ চৈ) : The members of that family raised a *hue and cry* when robbers came.
7. Heart and soul—heartily (সর্বান্তঃকরণে) : He is working *heart and soul* for the welfare of the people.
8. Head and heart—earnestly (সর্বান্তঃকরণে) : You should try *head and heart* to finish the work in time.
9. Head and shoulders by far : He is *head and shoulders* above his colleagues.
10. Hard and fast—(বান্ধাধরা) : There is no *hard and fast* rule regarding the admission of students in this college.
11. In black and white—in writing : He has given his opinion *in black and white*.
12. Length and breadth of a town or country—(সার্বা শহর বা দেশ ব্যাপিয়া) : His fame spread throughout *the length and breadth of the country*.
13. Loaves and fishes—personal gain . The ministers care only for *loaves and fishes* but not for the good of the public.
14. Men of light and leading—(শিক্ষিত ও সম্ভ্রান্ত লোক) : All *men of light and leading* were invited to the meeting.
15. Make or mar—হয় সাফল্য নয় ধ্বংস আনা : He has the power to *make or mar* the members of the party.
16. Null and void—not in force (বাতিল) : This rule is practically *null and void* now.

17. Part and parcel—an essential part (অবিচ্ছেদ্য অংশ) : Improvement of education is a *part and parcel* of our scheme.
18. Fair and square—openly honest : All his dealings are *fair and square*.
19. Pros and cons—অগ্রকূল ও প্রতিকূল যুক্তিসমূহ : We should consider *the pros and cons* before we take a final decision.
20. Root and branch—entirely (সমূলে) : We want to remove the caste system *root and branch*.
21. Rough and ready—(মোটামুটি বেশ) just good enough : This plan is *rough and ready* and may be accepted for the present.
22. Skin and bone—very thin (অস্থিচর্মনার) : After his recent illness, he is now *skin and bone*.
23. The long and short—sum and substance (সংক্ষিপ্ত বিবরণ) : This is *the long and short* of the whole story.
24. Ups and downs—rise and fall (উত্থান পতন) : Our life is full of *ups and downs*.
25. Wear and tear—damage from constant use (ব্যবহারজনিত ক্ষয়) : The Tajmahal has stood the *wear and tear* of several centuries.
26. Ins and outs—full particulars (সবিশেষ বিবরণ) : He knows *ins and outs* of their plan.
27. Kith and kin—Relatives (আত্মীয় কুটুম্ব) : He is not on good terms with his *kith and kin*.
28. Tooth and nail—very fiercely (ভয়ঙ্করভাবে) : He fought with his opponent *tooth and nail*.
29. Life and soul—chief inspirer : He is the *life and soul* of his movement.

SOME IDIOMATIC PHRASE

1. An apple of discord, a bone of contention—an object of quarrel (বিবাদের কারণ) : This tank is the *apple of discord* between the two brother.
2. Apple of one's eye—a great favourite (নয়নের মণি) : This child is the *apple of his mother's eye*.

3. Bad blood—enmity : There is no *bad blood* among them.
4. A bed of roses—a comfortable position : The throne is not a *bed of roses*.
5. Between Scylla and Charybdis—between two equal dangers : We were between *Scylla and Charybdis* and did not know what to do.
6. A black sheep—a bad character : He is a *black sheep* in our society.
7. Blue blood—aristocratic birth (আভিজাত্য) : He is proud of his *blue blood*.
8. A close-fisted man—a miser : He is a *close-fisted man*.
9. Cock and bull story—a false, improbable story (গাঁজাখোরের গল্প) : This is nothing but a *cock and bull story* ; I cannot believe it.
10. Crocodile tears—hypocritical sorrow (মায়াকান্না) : Your *crocodile tears* will not move us.
11. A slow coach—a lazy fellow (দীর্ঘস্থত্রী) : He is a *slow coach*.
12. Dead language—a language no longer spoken : Sanskrit is a *dead-language*.
13. A dog-in-the manger policy—an unnecessarily selfish policy : You are following a *dog-in-the manger* policy.
14. Curtain lecture—a lecture or reproof given by a wife to her husband in bed : He is guided by *curtain lectures*.
15. Cut and dried (dry)—ready-made (পূর্ব হইতে প্রস্তুত) : His speech was a *cut and dried* one.
16. Gift of the gab—fluency of speech (বাক্পটুতা) : He does not possess the *gift of the gab*.
17. Greek no none—thoroughly unintelligible : His speech was all *Greek to me*.
18. A foregone conclusion—a result anticipated before-hand : The dismissal of the case was a *fore gone conclusion* (পূর্বে অনুমিত সিদ্ধান্ত) .

19. A vexed question—a question which has been much discussed without any settlement : Untouchability is a *vexed question* (অতি বিতর্কিত ও অসমীমাংসিত বিষয়).
20. Jack of all trades—one who sets his hand to everything (সবজ্ঞাতা) : He is a *jack of all trades* but master of none.
21. Maiden speech—the first speech : His *maiden speech* was applauded by all.
22. A gala day—a festive occasion : The day of Mahatma's visit to this town was a *gala day* for us (আনন্দের দিন).
23. A hair-breadth escape—a narrow escape : I had *hair-breadth escape* from being run over by a motorcar.
24. A household word—a familiar thing : Mahatma's name is a *household word* (যে কথা সকলের মুখে শুনা যায়) in India.
25. An open question—an undecided question. It is still an *open question* whether co-education may be allowed in schools.
26. An open secret—a secret that is known to all : It is an *open secret* that you adopted unfair means.
27. Out of the frying pan into the fire—from bad to worse : By accepting this post he is only *out of the frying pan into the fire*.
28. Palmy days—prosperous day : My *palmy days* are gone.
29. A thankless task—a task not likely to get thanks ; unprofitable : The duty of invigilation is a *thankless task*.
30. A sleeping partner—a financier who takes no active part in a business : He is a *sleeping partner* of this firm.
31. Penny-wise and pound-foolish—careful about small matters but careless about important ones : I do not like your *penny-wise and pound-foolish* policy.
32. A white elephant—a costly but unprofitable possession (হাতী পোষার মত ব্যাপার) : The Women's College has proved a *white elephant*.

33. Yeoman's service—great service : Sir Asutosh did *yeoman's service* (প্রভূত উপকার) to the cause of education.
34. Scot-free—unpunished : The thief escaped *scot-free*.
35. A moot point (বিচার্য বিষয়, তর্কের বস্তু) : Our *moot-point* is whether the accused deliberately committed the murder or it was a mere accident.
36. A past master (সুদক্ষ ব্যক্তি) : He is a *past master* in writing text books.
37. Big gun—ক্ষমতাশালী ব্যক্তি : Mr. Bose is a *big gun* in this town.
38. Burning question—যে বিষয়ে লোকে বর্তমানে উত্তেজনার সহিত আলোচনা করে : Unemployment is the *burning question* of the day.
39. A bird's eye view—ভাষাভাষা দেখা : We stood on a hill and took a *bird's eye view* of the villages around.
40. Dead letter—This law is a *dead letter* (অপ্রচলিত) now.
41. Laughing stock—উপহাসের পাত্র : He made himself the *laughing stock* of all.
42. A lame excuse—বাজে ওড়র : He offered a *lame excuse* for his absence.
43. A lion's share—He took the *lion's share* (বড় ভাগ) of the sweets.
44. A wild goose chase (অসম্ভব কোন কিছুর জন্ত পণ্ডশ্রম) : An attempt to bring about reconciliation between the two brothers is a *wild goose chase*.
45. Utopian scheme (অসম্ভব পরিকল্পনা) : To introduce free education in all stage is still a *utopian scheme*.
46. Small hours of the morning—The theft was committed during the *small hours of the morning* (শেষ রাত্রে).

MISCELLANEOUS PHRASES

A

1. Avail oneself of—take advantage of (সুযোগ গ্রহণ করা)—He did not *avail oneself* of the opportunity.
2. A golden mean—মধ্যপন্থা : Let us follow the *golden mean* between the two extremes.

3. A Herculean task—খুব কঠিন কাজ : To remove illiteracy is a *Herculean task*.
4. A screw loose—something wrong : What he says indicates that there *is a screw loose* in his brain.
5. A slow coach—a person slow in action or dull of wit (দীর্ঘস্থত্রী অলস লোক) : He *is a slow coach*, he will not be able to finish the work in time.

B

1. By fits and starts—irregularly (খামখেয়ালী ভাবে) : One who works *by fits and starts* cannot succeed in life.
2. By and large—on the whole (সব বিষয় বিবেচনা করিয়া বলিতে গেলে) : He *is by and large* a sound politician.

C

1. Catch one on the hip—কাহাকেও হুবিধা মত বাগে পাওয়া : If I can *catch him on the hip*, I shall teach him a good lesson.
2. Crying need—urgent need : Supply of fine rice is a *crying need* of the town.
3. Crux of the question—main point of the question (প্রধান আলোচ্য বিষয়) : How to supply rice is the *crux of the question*.

E

1. End in smoke—become fruitless (নিষ্ফল হওয়া) : All our labour *ended in smoke*.

F

1. Fall flat—became ineffective (নিষ্ফল হওয়া) : My advice *fell flat* on him.
2. Fresh blood—new and enthusiastic person (নূতন উৎসাহী লোক) : We want *fresh blood* on our staff.
3. Fight shy of—avoid (এড়াইয়া যওয়া) : Do not *fight shy of* your responsibilities.

G

1. Give one the slip—to escape from one by tricks (কাহারও নিকট হইতে পলায়ন) : The thief *gave me the slip* and ran away.
2. Gird up one's loins—কোমর বাঁধিয়া কাজে লাগা : Let us *gird up our loins* and finish the work in time.

H

1. Hang heavy on one's hands—সময় কাটিতে না চাওয়া : During long vacations time *hangs heavy on my hands*.
2. Hair stands on end—শরীর রোমাঞ্চিত হয় : On hearing the tale of their miseries my *hair stands on end*.
3. Hang fire—বিলম্ব করা : We often *hang fire* and lose a good opportunity.

I

1. In lieu of—instead of : I shall take up Hindi *in lieu of* Sanskrit.
2. In a bad way—in a declining state (দুরবস্থায়) : Our business is now *in a bad way*.
3. In a good way—in a prosperous condition (ভাল অবস্থায়) : Our business is now *in a good way*.

L

1. Leave no stone unturned—try every means (যত্নের ক্রটি না করা) : *Leave no stone unturned* to secure the post for him.
2. Leave one in the lurch—desert one in difficulties (বিপদের সময় ফেলিয়া চলিয়া যাওয়া) : A man who *leaves you in the lurch* is not your true friend.

M

1. A mare's nest—anything very absurd (বোড়ার ডিম) : After a few year's hard labour he has discovered *a mare's nest*.
2. A man of straw—(i) a man having no character or influence (চরিত্রহীন বা প্রতিপত্তিহীন লোক) : (ii) a man having no capital (নিঃস্বল লোক) : You are nothing but *a man of straw* ; so I can't count upon you.
3. Make a clean breast of—confess guilt fully (দোষ স্বীকার করা) : The accused has *made a clean breast of* everything.

O

1. Once in a while—once in a way, very seldom (কদাচিৎ) : Such things happen but *once in a while*.
2. Off and on—occasionally (মাঝে মাঝে) : He visits our house *off and on*.

3. Of no avail—useless (বৃথা) : All my efforts were of *no avail*.

P

1. Pay one back in one's own coin—প্রতিশোধ লওয়া : You are insulting me today ; remember I shall *pay you back in your own coin*.
2. Pay one's way—not to get into debt (দেনা না করিয়া সংসার চালানো) : That man is not poor who can *pay his way*.
3. Pull strings (প্রভাব খাটান) : I had to *pull strings* to secure the job for him.

R

1. Ride rough-shod—wound (ব্যথা দেওয়া) : You should not *ride rough-shod* over the feelings of your friends.
2. Rest on—lie on, depend on. (i) His left hand *rests on* the table. (ii) My success *rests on* your hearty co-operation.

S

1. Stand one in good stead—be of great use (খুব কাজে লাগা) : Your advice will *stand us in good stead* in near future.
2. Steer clear of—avoid (এড়াইয়া চলা) : To *steer clear of* difficulties you should report the whole matter to your boss.
5. Step into one's shoes—take one's place : It will be very difficult to find a suitable man to *step into* the present *Headmasters's shoes*.

T

1. To be ill at ease—to be disturbed in mind (অস্বাচ্ছন্দ্য বোধ করা) : (i) This man is very shy *is ill at ease* in the company of strangers. (ii) A guilty man *is always ill at ease*.
2. To the end of one's tether—as far as one can go : I have gone *to the end of my tether* to help you out of this difficulty.

U

1. Up and doing—উঠিয়া পড়িয়া লাগা : Be *up and doing* in order that you may finish the work in time.

W

1. With a good (or bad) grace—প্রসন্ন মুখে বা বিরক্তির সহিত : Follow his direction *with a good grace*.

COMPREHENSION

CONTRIBUTION

TO THE
LIBRARY OF THE
MUSEUM OF NATURAL HISTORY
AT THE
AMERICAN MUSEUM OF NATURAL HISTORY
NEW YORK

BY
THE
LIBRARY OF THE
MUSEUM OF NATURAL HISTORY
AT THE
AMERICAN MUSEUM OF NATURAL HISTORY
NEW YORK

THE
LIBRARY OF THE
MUSEUM OF NATURAL HISTORY
AT THE
AMERICAN MUSEUM OF NATURAL HISTORY
NEW YORK

THE
LIBRARY OF THE
MUSEUM OF NATURAL HISTORY
AT THE
AMERICAN MUSEUM OF NATURAL HISTORY
NEW YORK

COMPREHENSION

Introduction

What is Comprehension?—The word 'Comprehension' means the act or power of understanding the meaning of something. 'Comprehension Test' means a test of the student's power of full understanding of the meaning of a given passage. The student must be able to understand the sense of the passage not only as a whole, but also in its parts. He is to take careful note of the ideas and points expressed in a given passage.

Now, in Comprehension Test, a student is required to show in writing, and not verbally, that he has understood the meaning of a given passage thoroughly. He cannot do it unless he knows how to express his thoughts in writing clearly. So, he must have a good command over the language. It must be grammatically correct and, at the same time, lucid and graceful. It has been well said by a writer that 'Comprehension Test' is thus a double test. The student's ability to understand the full sense of a passage is tested. Along with that his capacity for expressing thoughts and ideas in correct, lucid, good English, too, is tested.

The method usually adopted in Comprehension Test is this: A passage, often a prose passage—is given. Some particular questions are asked with reference to the ideas, facts or arguments contained in that passage. In *précis* or substance, particularly in substance, it may be possible to answer the question successfully even if the student has understood the central idea fully and the meaning of the parts only partially. But in the case of Comprehension Test that is not possible. The questions that the student will be required to answer, refer to specific parts and points of the Comprehension (H.S.)—1

given passage. So a proper understanding of the meaning of the whole passage is essential.

Some practical suggestions : (1) Read the whole passage twice or thrice very carefully so that you can clearly understand the ideas expressed in it.

(2) Look at the questions and try to understand them perfectly. Then read the passage again and find out the answers from the body of the passage.

(3) Write your answers in clear lucid language. There should not be any vagueness about them. They should be brief and to the point. You must see that there are no grammatical and spelling mistakes in your answers.

(4) Give your answers to the different questions in separate paragraphs. Put the serial number of the questions (as given in the question paper) in the margin against the respective paragraphs.

(5) In your answers use your own words as much as possible and avoid the language of the given passage as far as practicable. Always answer the questions in the indirect form of speech.

(6) Remember that the questions are not always put according to the order of the ideas in the passage.

(7) You must answer the questions just on the basis of the ideas and points given in the passage itself and you must confine your answers within them. In some rare cases only you may be asked to make comments on some ideas or views expressed in the passage. You will do so only if asked to, otherwise not.

(8) Revise your answers carefully and see that there are no grammatical errors and spelling mistakes.

Under the newly introduced syllabus in English, passages for Comprehension will be unseen ; they will be taken from one of the dailies published in Calcutta or from other

appropriate sources. The candidates will be required to answer the following :

- | | | |
|--------------------|--------------|---------|
| A. Multiple choice | (five items) | 5 marks |
| B. Vocabulary test | (five words) | 10 „ |
| C. True-false Qs. | (five items) | 5 „ |
| D. Sequence test | (five items) | 10 „ |
| E. S.A. Questions | (five items) | 10 „ |

Passages for Comprehension—Worked Out

Passage 1. One of the main reasons why wrong ideas and useless practices can grow up is ignorance. Among primitive tribes today, as was the case too in prehistoric times, there is hardly any scientific knowledge, everything is mysterious. The sun rises and sets and the moon changes ; but people have no idea why, or what are the relations of the heavenly bodies to the earth. No one knows anything about the natural causes of rain or drought, storms or earthquakes, famine or disease. Thus everything is put down to mysterious influences by magic or by good and bad spirits. Such ideas cannot very well be called superstitious so long as no better explanation is available. But reason may show that they are false ; and finally, when scientific knowledge demonstrates the way things really work, the ideas of magic or spirit-influence can be seen to be mere superstitions. So, as science progresses, superstition ought to grow less. On the whole, that is true. But it is surprising how superstitions linger on. If we are tempted to look down upon on savage tribes and other nations for holding such ideas, we should remember that even today, among the most civilized nations, a great many equally stupid superstitions exist and are believed in by a great many people. Some people will not sit down thirteen at table ; others will not light three cigarettes from one match, or do not like to start

anything important on a Friday, or refuse to walk under a ladder.

Probably the most terrible example of superstition is belief in witchcraft. In Western Europe, during the sixteenth and seventeenth centuries, over three-quarters of a million people were killed, mostly after being tortured, because they were found guilty of witchcraft—something for which today we can find no scientific evidence. When people give reasons for persecuting others, we ought to be very sure that their reasons are not merely superstitious or based on false principles.

Read the above passage carefully and answer the questions that follow :

(A) (a) Wrong ideas and useless practices grow up mainly because of our (i) abundance of knowledge (ii) lack of knowledge (iii) foolishness.

(b) Everything is mysterious among primitive tribes because (i) they are mysterious people (ii) they indulge in mysteries (iii) they lack scientific knowledge.

(c) Superstitions prevail when people (i) can explain things occurring around them in a rational way (ii) lack the power to explain things occurring around them (iii) love to live with them.

(d) The ideas of magic or spirit-influence disappear as people learn (i) to give up their superstitions (ii) to think rationally (iii) to hate them.

(e) The proposition that superstitions tend to grow less with the progress of science is (i) wholly true (ii) wholly untrue (iii) generally true.

Answers :

(a) Wrong ideas and useless practices grow up mainly because of our *lack of knowledge*.

(b) Everything is mysterious among primitive tribes because *they lack scientific knowledge*,

(c) Superstitions prevail when people *lack the power to explain things occurring around them.*

(d) The ideas of magic or spirit-influence disappear as people learn *to think rationally.*

(e) The proposition that superstitions tend to grow less with the progress of science is *generally true.*

(B) (a) The word 'ignorance' here means (i) intelligence (ii) knowledge (iii) lack or absence of knowledge.

(b) The word 'primitive' here means (i) modern (ii) ancient (iii) of the earliest times.

(c) The word 'prehistoric' here means (i) of yesterday (ii) of long standing (iii) of the time before recorded history.

(d) The word 'superstition' here means (i) scepticism (ii) fanaticism (iii) an idea based on unreasoning belief in magic, witchcraft etc.

(e) The word 'savage' here means (i) civilized (ii) barbarous (iii) vulgar.

Answers :

(a) The word 'ignorance' here means '*lack or absence of knowledge.*'

(b) The word 'primitive' here means '*of the earliest times.*'

(c) The word 'prehistoric' here means '*of the time before recorded history.*'

(d) The word 'superstition' here means '*an idea based on unreasoning belief in magic, witchcraft etc.*'

(e) The word 'savage' here means '*barbarous.*'

(C) Some of the statements here are true and some false
Identify them :

(a) Men are superstitious because they are rational.

(b) In prehistoric times there was scientific knowledge among people.

(c) Superstitions linger on even in this age of science.

(d) Belief in witchcraft prevailed in some parts of Europe during the sixteenth and seventeenth centuries.

(e) Witchcraft is not borne out by scientific evidence.

Answers : (a) False. (b) False. (c) True. (d) True.

(e) True.

[To be answered in complete sentences.]

(D) Put the following statements in their logical sequence :—

(a) Superstitions flourished.

(b) Prehistoric times and magic went together.

(c) The spread of scientific knowledge helped in the cultivation of reason.

(d) This led to their debunking.

(e) Then everything that could not be explained was attributed to the influences of magic or of good and bad spirits.

Ans : (In logical sequence) : (b), (e), (a), (c), (d),

N. B. [to be answered in complete sentences]

(E) (a) Why was everything mysterious in prehistoric times ?

(b) How did men seek to explain natural phenomena before the help of scientific knowledge was available to them ?

(c) Which ideas, according to the author, are superstitions and which ideas are not ?

(d) Explain after the author, how superstitions linger on.

(e) Explain briefly how the belief in witchcraft proved disastrous in some parts of Europe.

Answers :

(a) In prehistoric times there was hardly any scientific knowledge and nothing could be explained by primitive men rationally. So everything seemed to them mysterious.

(b) Before the help of scientific knowledge was available to them, men sought to explain *natural phenomena* like rain, drought, storms, earthquakes etc. by magic or by spirit-influence.

(c) Some ideas have their roots in men's belief in magic or spirit-influence. As long as no better explanation is available they should not be dismissed as *superstitions*. They should be called *superstitions* only when scientific knowledge brings out the truth about them.

(d) It is generally true that with the progress of science and dissemination of scientific knowledge, superstitions tend to weaken but do not disappear altogether; they seem to *linger on*. Even civilized men continue to believe in stupid superstitions. Some people will not sit down thirteen at table; others will not light three cigarettes from one match; many will not start anything important on a Friday and so on and so forth.

(e) The *belief in witchcraft* or sorcery prevailed in Western Europe during the sixteenth and seventeenth centuries. This led to inhuman persecution of men and women and ultimate decimation of over three-quarters of a million people simply because they were said to have been found guilty of witchcraft.

Passage 2. It is true that the increase of scientific knowledge does reduce superstition and also baseless guessing and useless arguments and practices. Civilized people do not argue and get angry about what water is composed of; the composition of water is known, and there is no argument about it. They may be frightened at a volcanic eruption or an outbreak of plague; but they do not try to calm the anger of mysterious powers to stop the eruption, or blame the plague on the sins of their enemies or on the plotting of witchcraft.

These are examples of the fact that the advance of

science necessarily changes our general ideas. The advance of astronomical science has entirely changed our views as to the place of man in nature. Before the time of Copernicus it was universally believed that the universe was quite a small thing, that the earth was its centre, that the sun and the moon existed to give light to our world, and that they and the stars travelled round the earth. Since then, there have been many changes in our ideas until now. We know that the earth travels round the sun ; that the sun is only one of the millions of stars, which are scattered in space at distances of millions and millions of miles ; that all the stars we see make up only a single star-family, and that there are millions of other similar star-families swimming in space at almost inconceivable distances, but visible through our telescopes as spiral nebulae. We can no longer think of man or his home as in any way central, or as being anything but very insignificant compared with the universe as a whole.

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) Civilized people do not try to calm the anger of mysterious powers to stop the eruption of a volcano because
(i) they are superstitious (ii) they are not superstitious
(iii) they know what causes this eruption.

(b) They do not blame the plague on the sins of their enemies or on the plotting of witchcraft because (i) they are not concerned about the sins of their enemies (ii) they do not believe in witchcraft (iii) they know why the disease spreads.

(c) The advance of science necessarily changes our general ideas because (i) they are susceptible to change (ii) science teaches us to change our ideas (iii) it widens our knowledge and helps in the modification of our general ideas.

(d) We can no longer think of man or his home as in

any way central because (i) we know better than our ancestors (ii) our ancestors knew better than we do (iii) the Copernican system revealed the truth.

(e) Since the time of Copernicus we came to know that (i) the sun revolves round the earth (ii) the earth revolves round the sun (iii) both the sun and the earth are stationary.

Answers :

(a) Civilized people do not try to calm the anger of mysterious powers to stop the eruption of a volcano because *they know what causes this eruption.*

(b) They do not blame the plague on the sins of their enemies or on the plotting of witchcraft because *they know why the disease spreads.*

(c) The advance of science necessarily changes our general ideas because *it widens our knowledge and helps in the modification of our general ideas.*

(d) We can no longer think of man or his home as in any way central because *the Copernican system revealed the truth.*

(e) Since the time of Copernicus we came to know that *the earth revolves round the sun.*

(B) (a) The word 'eruption' here means 'explosion', 'upheaval', 'outbreak'.

(b) 'To calm' here means 'to quieten', 'to minimise', 'to stop'.

(c) 'To blame the plague on the sins of their enemies' means 'to blame their enemies for the plague', 'to blame the plague for the sins of their enemies', 'to blame the sins of their enemies for the plague'.

(d) The word 'universally' is opposite in meaning to the word 'particularly', 'individually', 'peculiarly'.

(e) The word 'inconceivable' is nearest in meaning to 'unthinkable', 'unimaginable', 'impossible'.

Answers :

(a) The word 'eruption' here means '*outbreak*'.

(b) 'To calm' here means '*to quieten*'.

(c) 'To blame the plague on the sins of their enemies' means '*to blame the sins of their enemies for the plague*'.

(d) The word 'universally' is opposite in meaning to the word '*particularly*'.

(e) The word 'inconceivable' is nearest in meaning to the word '*unimaginable*'.

(C) Some of the statements here are true and some false. Identify them :

(a) The increase of scientific knowledge helps in the removal of superstition.

(b) Before the time of Copernicus it was universally believed that the sun was the centre of the universe.

(c) Copernicus taught us that the sun moves round the earth.

(d) There is only one star-family in space.

(e) Astronomical studies reveal that the earth is not at all insignificant compared with the universe as a whole.

Ans: (a) True (b) False (c) False (d) False
(e) False.

N. B. To be answered in complete sentences.

(D) Put the following ideas in their historical sequence :—

(a) The earth is not central to the universe.

(b) The earth is at the centre of the universe.

(c) The universe is quite a small thing.

(d) All the planets move round the earth.

(e) The earth moves round the sun.

Answers :

The correct order will be :

(c), (b), (d), (a), (e).

N. B. To be answered in complete sentences.

(E) (a) Why do civilized men not behave like primitive men when face to face with a volcanic eruption ?

(b) "They do not try to blame the plague on the sins of their enemies or on the plotting of witchcraft"—but why ?

(c) What idea did people before Copernicus have about the position of the earth in the universe ?

(d) What made them change their belief ?

(e) "The earth is insignificant compared with the universe as a whole"—Why ?

Answers :

(a) Primitive men did not know why a volcanic eruption took place. When one occurred, they would take it as the outburst of the anger of some mysterious powers. They would try, in their own way, to calm those powers to stop the eruption. But civilized men will react differently when face to face with a volcanic eruption ; they may get frightened at it but it is certain that they will never behave like primitive men because they know well what causes a volcanic eruption.

(b) Civilized men do not try to attribute the plague to the sins of their enemies or to the machinations of witchcraft because they know well that the plague is a mortal disease which occurs under certain specific conditions explained by pathologists. The sins of enemies or the machinations of witchcraft have nothing to do with the incidence of this disease.

(c) People belonging to the pre-Copernican era believed that the universe was a small thing and the earth was at its centre.

(d) With Copernicus, however, there was a change in men's attitude to the pre-Copernican astronomical science. It had a new look altogether. The earth now travels round the sun and the sun is only one of the millions of stars lying scattered in space at distances of millions of millions of miles.

(e) Post-Copernican astronomical science has revealed to us that the earth does not occupy a central place in the universe ; that the earth revolves round the sun which is only one of the millions of stars scattered in space in distances of millions of miles ; that all the stars we see make up only a single star-family and that there are millions of other similar star-families swimming in space at almost inconceivable distances but visible through our telescopes as spiral nebulae. The earth is, therefore, very insignificant compared with the universe as a whole.

Passage 3. In the fall of 1872, I determined to make an effort to get to the school at Hampton in Virginia. My mother was troubled with a grave fear that I was starting out on a "wild-goose-chase." At any rate, I got only a half-hearted consent from her that I might start. I had very little money with which to buy clothes and pay my travelling expenses. My brother John helped me all that he could ; but, of course, that was not a great deal.

Finally the great day came, and I started for Hampton. I had only a small cheap satchel that contained the few articles of clothing I could get. My mother at the time was rather weak and broken in health. I hardly expected to see her again, and thus our parting was all the more sad. She, however, was very brave through it all.

The distance from Malden to Hampton is about five hundred miles. By walking, begging rides both in wagons and in the cars, in some way, after a number of days, I reached the city of Richmond. When I reached there, tired, hungry and dirty, it was late in the night.

I had never been in a large city, and this rather added to my misery. When I reached Richmond, I was completely out of money. I had not a single acquaintance in the place; and, being unused to city ways, I did not know where to go. I asked at several places for lodging, but they all wanted money, and that was what I did not have. Knowing nothing else better to do, I walked the streets.

I must have walked the streets till after midnight. At last I became so exhausted that I could walk no longer. I was tired, I was hungry, I was anything but discouraged. Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where broad side-walk was considerably elevated. I waited for a few minutes till I was sure that no passers-by could see me, and then crept under the side-walk and lay for the night on the ground, with my satchel of clothing for a pillow. Nearly all night I could hear the tramp of feet over my head.

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) The author's mother was troubled with a grave fear because she thought that (i) he was going to be spoilt (ii) he might get lost while abroad (iii) he was starting out on some mission which could not be fulfilled.

(b) He did not get her consent in the matter/he got only a half-hearted consent from her/she neither encouraged him nor dissuaded him from embarking on the venture. (Pick out the correct answer.)

(c) Their parting was all the more sad because (i) the author's mother was apprehensive of what lay in store for him in future (ii) he had apprehensions that she might not live long (iii) they had a quarrel just before his departure.

(d) The author's brother helped him with (i) all he needed (ii) all that was in his power (iii) nothing.

(e) At Richmond the author's misery increased mainly

because (i) he was not used to city-life, (ii) he was a stranger to the city (iii) he was out of money.

Answers :

(a) The author's mother was troubled with a grave fear because she thought that *he was starting out on some mission which could not be fulfilled.*

(b) He got *only a half-hearted consent from her.*

(c) Their parting was all the more sad because *he had apprehensions that she might not live long.*

(d) The author's brother helped him with *all that was in his power.*

(e) At Richmond, the author's misery increased mainly because *he was out of money.*

(B) Fill in the blanks in the following sentences with appropriate words/expressions from the list given below :

(a) Everyone praised me and he fell in with the rest but his praise was —.

(b) Your purse is gone and gone for ever ; it will be a — for you to try to get it back.

(c) You must not be sure that you can take me for a —.

(d) I had toiled for hours together and I was —.

(e) He is an — of mine, not a friend.

List of words : Wild-goose-chase ; ride ; exhausted ; acquaintance ; half-hearted.

Answers :

(a) half-hearted (b) wild-goose-chase (c) ride (d) exhausted (e) acquaintance.

[To be answered in complete sentences.]

(C) Some of the statements here are true and some false. Identify them ;

(a) The author made a half-hearted attempt to get to the school at Hampton.

(b) He got the consent of his mother but it was half-hearted.

(c) His brother did not care to help him in anyway.

(d) His mother was not happy at the time of his departure.

(e) He had little or no trouble when he was in Richmond for the first time.

Answers : (a) False (b) True (c) False (d) True (e) False.

[To be answered in complete sentences.]

(D) Arrange the following statements in their proper sequence :—

(a) While at Richmond he had no money to help him out of his difficulties.

(b) He reached Richmond by walking, begging rides both in wagons and the cars.

(c) His starting point was Malden.

(d) His preparations for the journey were complete.

(e) His destination was Hampton.

Answers : (In their proper sequence) (d), (c), (e), (b), (a).

[To be answered in complete sentences]

(E) (a) What was at the back of the apprehension of the author's mother ?

(b) What was the condition of his mother at the time of his departure ?

(c) How did he cover the distance from Malden to Richmond ?

(d) Describe the predicament the author was in while at Richmond.

(e) How did he pass the first night there ?

Answers : (a) The author, a poor, helpless youngman determined to get to Hampton in Virginia about five hundred miles away from his home town Malden for his

schooling. His ambition was, no doubt, praiseworthy but his discretion was not in view of the means at his disposal. So his mother with all her knowledge of the world was rightly apprehensive that his venture might, in the long run, turn out to be a wild-goose-chase and he might have to come back home a disappointed man.

(b) At the time of the author's departure for Hampton, his mother was mentally worried and physically shattered so much so that he hardly expected to see her again when back home.

(c) The author covered the distance from Malden to Richmond by resorting to various means; he walked and begged rides both in wagons and in the cars to get to Richmond enroute to Hampton.

(d) It was late in the night when the author reached Richmond, tired, dirty, hungry and out of money. A stranger to a large city, he found himself in deep waters without having any acquaintance to help him out with food and shelter. There was shelter for him but he had no money to buy it with. So he had no option left but to walk the streets till he could move no more out of exhaustion.

(e) The author, completely exhausted after walking down the streets of Richmond till midnight, managed to creep under the elevated side-walk and lay there on the ground for the night with his satchel of clothing for a pillow. This is how he passed his first night at Richmond, his sleep being occasionally disturbed by the tramp of feet over his head.

Passage 4. The most iadubitable respect in which ideas have helped mankind is numbers. There must have been a time when homo sapiens was a very rare species, subsisting precariously in jungles and caves, terrified of wild beasts, having difficulty in securing nourishment. At this period the biological advantage of his greater intelligence, which was cumulative because it could be handed on from generation

to generation, had scarcely begun to outweigh the disadvantage of his long infancy, his lessened agility as compared with monkeys, and his lack of hirsute protection against cold. In those days, the number of men must certainly have been very small. The main use to which, throughout the ages, men have put their technical skill has been to increase the total population. I do not mean that this was the intention, but it was, in fact, the effect.

We have also become, in certain respects, progressively less like animals. I can think in particular of two respects : first, that acquired, as opposed to congenital, skills play a continually increasing part in human life, and, secondly, that forethought more and more dominates impulse. In these respects we have certainly become progressively less like animals.

As to happiness, I am not so sure. Birds, it is true, die of hunger in large numbers during the winter, if they are not Birds of passage. But during the summer they do not foresee this catastrophe, or remember how nearly it befell them in the previous winter. With human beings the matter is otherwise. Every human death by starvation is preceded by a long period of anxiety, and surrounded by the corresponding anxiety of neighbours. We suffer not only the evils that actually befall us, but all those that our intelligence tells us we have reason to fear. The curbing of impulses to which we are led by forethought averts physical disaster at the cost of worry, and general lack of joy. I do not think that the learned men of my acquaintance, even when they enjoy a secure income, are as happy as the mice that eat the crumbs from their tables while the erudite gentlemen snooze. In this respect, therefore, I am not convinced that there has been any progress at all.

Read the foregoing passage carefully and answer the questions that follow :—

(A) a) According to the author when homo sapiens was

a rare species, (i) he was the lord of his kingdom, happy and fearless (ii) he had a precarious existence, being constantly in fear of wild beasts (iii) he had none or nothing to be afraid of.

(b) The main use to which, according to the author, men have put their technical skill has been to increase (i) their wealth (ii) their happiness (iii) their population.

(c) In human life (i) acquired skills (ii) congenital skills (iii) none of the skills (acquired or congenital) play any part at all/play a continually increasing part.

(d) Birds die of hunger in large numbers during the winter but during the summer (i) they do not foresee this catastrophe (ii) they remember what happened in the previous winter (iii) they are indifferent.

(e) Every human death by starvation is (i) preceded by a long period of anxiety both of the victim and of his neighbours (ii) followed by a sense of relief among the neighbours (iii) neither preceded by anxiety nor followed by a sense of relief of/among the neighbours.

Answers: (a) According to the author when homo sapiens was a rare species, *he had a precarious existence, being constantly in fear of wild beasts.*

(b) The main use to which, according to the author, men have put their technical skill has been to increase *their population.*

(c) In human life *acquired skills* play a continually increasing part.

(d) Birds die of hunger in large numbers during the winter but during the summer *they do not foresee this catastrophe.*

(e) Every human death by starvation is *preceded by a long period of anxiety both of the victim and of his neighbours.*

(B) (a) The word 'indubitable' here means (i) that is doubtful (ii) that cannot be doubted (iii) that is suspect.

(b) The expression 'homo sapiens' means (i) human race (ii) human nature (iii) modern man as a species.

(c) The word 'precariously' here means (i) depending on chance (ii) dangerously (iii) hesitantly.

(d) The word 'agility' here means (i) age (ii) agelessness (iii) ability to move quickly.

(e) The word 'congenital' here means (i) belonging to one from birth (ii) having the same or similar nature (iii) concerning genetics.

Answers : (a) The word 'indubitable' here means '*that cannot be doubted*'.

(b) The expression 'homo sapiens' here means '*modern man as a species*'.

(c) The word 'precariously' here means '*depending on chance*'.

(d) The word 'agility' here means '*ability to move quickly*'.

(e) The word 'congenital' here means '*belonging to one from birth*'.

[C] Some of the statements here are true and some false : Identify them.

(a) In the primitive age, men had no difficulty in securing food for nourishment.

(b) Man's agility increased as he advanced from primitive age towards modern age,

(c) Man has also become in certain respects progressively more like animals.

(d) Birds die of hunger in large numbers during the winter even if they are birds of passage.

(e) Every human death by starvation is preceded by a long period of anxiety.

Answers : (a) False. (b) False. (c) False. (d) False.
(e) True.

[To be answered in complete sentences.]

(D) Arrange the statements that follow in the order in which they are found in the passage :

(a) In respect of human happiness there has not been any progress at all.

(b) Men suffer not only the evils that actually befall them but also those they are instinctively warned against.

(c) Birds do not behave like men in some respects.

(d) Acquired skills play a continually increasing part in human life and fore-thought more and more dominates impulses.

(e) Men have, throughout the ages, applied their technical skill to the multiplication of their species.

Answers : (e) (d) (c) (b) (a).

[To be answered in complete sentences and then arranged properly.]

(E) (a) Describe the condition of 'homo sapiens' when he was a rare species.

(b) What does the author try to suggest when he says 'I do not mean that this was the intention, but it was, in fact, the effect' ?

(c) In which respects have men become progressively less like animals ?

(d) How is it that the author is not sure as to happiness in human life ?

(e) "With human beings the matter is otherwise."
—Elaborate the statement after the author.

Answers : (a) When homo sapiens was a very rare species, his existence was uncertain and he had to live in jungles and caves depending on chance alone. He was terrified of wild beasts and had difficulty in securing nourishment.

(b) What the author is out to suggest is this : at the earliest stage of his career, homo sapiens was yet unable to utilize his greater intelligence to his own advantage. The problem of numbers was very much real for him in a hostile world and so he tried to solve this by trying to increase the total population. Outnumbering the enemy seemed to be the only solution open to him and he had recourse to it. He might not have been clear about his real 'intention' but the 'effect', doubtlessly is a pointer to his 'intention', the realization of his instinctive urge for the preservation of species.

(d) The author is not at all sure as to happiness in human life. A man is plagued by forethought which has a curbing influence on the impulses and natural joy in human life is the first casualty. Man suffers not only the evils which befalls him but also all those that his forethought tells him he has reason to be afraid of. Thus a physical disaster against which he was warned by his forethought can be averted but averted only at the cost of worry and general lack of joy.

(e) According to the author men possess forethought while animals do not. This explains the difference in their reactions to death from starvation. Birds die of hunger in large numbers during the winter but during the summer do not foresee this catastrophe or remember how nearly it befell them in the previous winter. Lack of forethought virtually results in the absence of worries in them. But it is different with men. Every human death from starvation is preceded by a long period of anxiety both of the victim and of his neighbours. Men suffer not only the evils that

actually befall them but also all those that their forethought warn them against.

Passage 5. Already the tempest had continued six days ; on the seventh its fury seemed still increasing ; and the morning dawned upon us without a prospect of hope for we had wandered so far from the right track, and were so forcibly driven toward the south-east that none on board knew where we were. The ship's company were exhausted by labour and watching ; and the courage which had sustained them was now sinking. The shivered masts had been cast into the sea ; several leaks appeared, and the ship began to fill. The sailors forbore from swearing ; many were at prayer on their knees ; while others offered miracles of future piety and goodness, as the condition of their release from danger. 'My beloved children', said I to my four boys, who clung to me in their fright, 'God can save us, for nothing is impossible to him. We must, however, hold ourselves resigned, and, instead of mourning at his decree, rely that what he sees fit to do is best, and that should he call us from this earthly scene, we shall be near him in heaven, and united through eternity. Death may be well supported when, it does not separate those who love'. My excellent wife wiped the tears which were falling on her cheeks, and from this moment became more tranquil ; she encouraged the youngest children who were leaning on her knees ; while I, who owed them an example of firmness, was scarcely able to resist my grief at the thought of what would most likely be the fate of beings so tenderly beloved. We all fell on our knees, and supplicated the God of Mercy to protect us. Fritz, my eldest son, implored, in a loud voice, that God would deign to save his parents and his brothers, generously unmindful of himself ; the boys rose from their posture with a state of mind so improved that they seemed forgetful of the impending danger. I myself began to feel

my hopes increase, as I beheld the affecting group. Heaven will surely have pity on them, thought I, and will save their parents to guard their tender years.

Read the above passage carefully and answer the questions that follow :

(A) (a)The morning dawned upon the narrator and others on board the ship without a prospect of hope because (i) the tempest had remained unabated for days together (ii) the fury of the tempest was on the increase (iii) the ship had drifted far away from the right track and no one knew where he was.

(b) The sailors were exhausted as a result of (i) the long journey (ii) labour and watching (iii) mental breakdown.

(c) The courage which had sustained them was now sinking because (i) they were too weary to push forward (ii) they were afraid of the tempest (iii) they had no hope left of a safe return to land.

(d) The ship began to fill because (i) it had gone under the sea (ii) the waves had swept it (iii) it had developed several leaks.

(e) Many people on board were at prayer on their knees because (i) they were used to it (ii) they had suddenly become religious-minded (iii) they needed divine help to save themselves.

Answers : (a) The morning dawned upon the narrator and others on board the ship without a prospect of hope because *the ship had drifted far away from the right track and no one knew where he was.*

(b) The sailors were exhausted as a result of *labour and watching.*

(c) The courage which had sustained them was now sinking because *they had no hope left of a safe return to land.*

(d) The ship began to fill because it had *developed several leaks*.

(e) Many people on board were at prayer on their knees because *they needed divine help to save themselves*.

(B) (a) The word 'tempest' here means (i) rough wind (ii) violent storm (iii) hail.

(b) The word 'fury' here means (i) violent excitement (ii) outburst of wild feeling (iii) wild violence.

(c) The word 'Company' in 'Ship's Company' means (i) a group of persons united for marine trade or commerce (ii) persons on the ship (iii) sailors on board the ship:

(d) The word 'piety' here means (i) compassion (ii) being pious (iii) devotion to God.

(e) The word 'tranquil' is nearest in meaning to (i) quiet (ii) unmoved (iii) undisturbed.

Answers : (a) The word 'tempest' here means '*violent storm*'.

(b) The word 'fury' here means '*wild violence*'.

(c) The word 'Company' in 'Ship's Company' means '*sailors on board the ship*'.

(d) The word 'piety' here means '*devotion to God*'.

(e) The word 'tranquil' is nearest in meaning to '*quiet*'.

(C) Some of the statements here are true and some false. Identify them :

(a) The tempest had persisted for a fortnight.

(b) The passengers on board the ship were hopeful of reaching the shore soon.

(c) The courage of the sailors was sinking.

(d) Having developed several leaks, the ship began to fill.

(e) Some of the passengers on board the ship offered prayers to the sea to stop its fury.

Answers : (a) False (b) False (c) True (d) True (e) False.

(D) Arrange the following statements in proper sequence :

(a) The narrator and the members of his family fell on their knees and prayed to God to protect them.

(b) His wife encouraged the children who were leaning on their knees.

(c) Other passengers promised future piety and goodness if they were saved.

(d) Fritz implored God to save his parents and his brothers.

(e) The sailors stopped swearing.

Answers : (e), (c), (b), (d), (a)

[To be answered in complete sentences.]

(E) (a) What made the passengers on board the ship lose heart ?

(b) Why did the sailors refrain from swearing ?

(c) What did the passengers do when they came to know of the impending danger ?

(d) What did the narrator tell his children at this critical hour ?

(e) How did the narrator's wife behave at that time ?

Answers : (a) The ship, caught in the web of a tempest, had wandered so far from the right track that no one on board knew for certain where he was. Besides, the fury of the tempest, already six-days old, had been on the increase on the seventh. All this combined to make the passengers on board lose heart.

(b) The sailors were exhausted by labour and watching and they had no courage left in them. The masts were broken and gone and several leaks appearing, the ship began to fill. The prospects were bleak and so the sailors, being out of their elements, forbore from swearing.

(c) When the passengers on board came to know of the impending danger, they were frightened. Some of them were at prayer on their knees while others promised future piety and goodness if they were saved from the impending danger.

(d) The narrator told his children at this critical hour that God alone could save them if he wished and advised them to accept everything with resignation. He added that death might well be supported when it did not separate those who were here bound in love.

(e) The narrator's wife stopped crying and became quieter than before. She even started encouraging the children.

Passage 6. At this moment a cry of 'Land, land !' was heard through the roaring waves, and instantly the vessel struck against a rock with so violent a motion as to drive every one from his place ; a tremendous cracking succeeded, as if the ship was going to pieces ; the sea rushed in, in all directions ; we perceived, that the vessel had grounded and could not long hold together. The Captain called out that all was lost, and bade the men lose not a moment in putting out the boats. The sounds fell on my heart like a thrust from a dagger. 'We are lost' !, I exclaimed, and the children broke out into piercing cries. I then recollected myself, and, addressing them again, exhorted them to courage, by observing that the water had not yet reached us, that the ship was near land, and that providence would assist the brave. 'Keep where you are, while I go and examine what is best to be done'.

I now went on the deck. A wave instantly threw me down, and wetted me to the skin ; another followed and then another. I sustained myself as steadily as I could ; and looking around, a scene of terrific and complete disaster met my eyes ; the ship was scattered in all directions and

on one side there was a complete breach. The ship's company crowded into the boats till they could contain not one man more, and the last who entered were cutting the ropes to move off. I called to them with almost frantic entreaties to stop and receive us also, but in vain. for the roaring of the sea prevented my being heard, and the waves, which rose to the height of mountains, would have made it impossible to return. All hope from this source was over, for, while I spoke, the boats, and all they contained, were driving out of sight. My best consolation now was to observe, that the slanting position the ship had taken would afford us present protection from the water ; and that the stern, under which was the cabin that enclosed all that was dear to me on earth, had been driven upwards between two rocks, and seemed immovably fixed. At the same time, in the distance southward I descried several nooks of land, which, though rude and savage in appearance, were the objects of every hope for us in this distressing moment.

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) Everyone (on board the ship) was driven from his place because (i) the waves swept over the vessel (ii) the vessel overturned (iii) the vessel struck against a rock with a violent motion.

(b) The captain called out that all was lost because (i) the vessel had grounded and (it) was not expected to hold together for long (ii) the vessel was virtually lost and there was no chance for anyone to survive (iii) the vessel was about to sink.

(c) The boats were ordered to be put out by the captain because (i) some passengers had to be taken ashore (ii) some passengers had to be brought to the vessel (iii) the passengers had to be removed to safety from the grounded vessel.

(d) The narrator exhorted his children to courage because (i) there was no other course open to him (ii) the water had yet to reach them and they were near land (iii) courage was always helpful.

(e) The narrator's words did not reach the boats because (i) the boats were far away (ii) his voice was feeble (iii) the roaring of the sea prevented his words from being heard by those in the boats.

Answers : (a) Everyone (on board the ship) was driven from his place because *the vessel had struck against a rock with a violent motion.*

(b) The captain called out that all was lost because *the vessel had grounded and (it) was not expected to hold together for long.*

(c) The boats were ordered to be put out by the captain because *the passengers had to be removed to safety from the grounded vessel.*

(d) The narrator exhorted his children to courage because *the water had yet to reach them and they were near land.*

(e) The narrator's words did not reach the boats because *the roaring of the sea prevented his words from being heard by those in the boats.*

(B) (a) Give the word opposite in meaning to 'succeeded'.

(b) The word 'instantly' here means (i) at once (ii) of an instant (iii) momentarily.

(c) The word 'tremendous' here means (i) extraordinary (ii) very powerful (iii) great.

(d) The word 'grounded' here means (i) touched the bottom of the sea (ii) fell on the ground (iii) capsized.

(e) The word 'recollected' here means (i) recalled (ii) remembered again (iii) restrained.

Answers : (a) The word opposite in meaning to 'succeeded' is 'preceded'.

(b) The word 'instantly' here means 'at once'.

(c) The word 'tremendous' here means 'very powerful'.

(d) The word 'grounded' here means 'touched the bottom of the sea'.

(e) The word 'recollected' here means 'restrained'.

(C) Some of the statements here are true and some false. Identify them.

(a) A tremendous cracking preceded the shipwreck.

(b) The vessel had grounded and could not be expected to hold together for long.

(c) The narrator discouraged his children.

(d) The roaring of the sea prevented his words from being heard.

(e) The vessel lay in a slanting position.

Answers : (a) True, (b) True, (c) False, (d) True, (e) True.

(D) Arrange the following sentences in their proper sequence :

(a) The boats with the passengers drove out of sight.

(b) The narrator made frantic entreaties to stop the boats rescuing the ill-fated passengers.

(c) The waves threatened the narrator from all directions.

(d) The waves wetted the narrator through and through.

(e) The ship was shattered in all directions.

Answers : (c), (d), (e), (b), (a).

[To be answered in complete sentences and arranged in correct sequence.]

(E) (a) What was it like when the vessel struck against the rock ?

(b) Why did the Captain order the boats to be put out ?

(c) How did the narrator react to the words of the Captain ?

(d) How did he behave when he realized that everything was lost ?

(e) What was the narrator's best consolation ?

Answers : (a) When the vessel struck against a rock with a violent motion, every one on board was driven from his place. There was a tremendous cracking as if the vessel was going to pieces. The sea rushed in from all directions. It was apparent that the ship had grounded and it could not be expected to hold together for long.

(b) The ship had grounded and it could not be expected to hold together for long. There was no hope left for anyone on board to survive. So the Captain ordered the boats to be put out to remove the passengers to safety.

(c) When the Captain called out that all was lost and ordered the boats to be put out to remove the passengers on board to safety, the narrator experienced a jolt. The words of the Captain fell on his heart like a thrust from a dagger but he lost no time to compose himself as best as he could in an impossible situation like that.

(d) When the narrator realized that everything was lost, he had a traumatic experience. However, he lost no time to compose himself and exhorted his children, who were crying, to courage.

(e) The ship had grounded and everyone except the narrator's family had ventured out in search of a safer place. There was no chance left for them, but the narrator had one consolation. The ship was still there in a slanting position and there was apparently no danger to them immediately.

Passage 7. Sunk and desolate from the loss of all chance of human aid, it was yet my duty to appear serene before my family ; 'Courage, dear ones', cried I, on entering their cabin, 'let us not desert ourselves : I will not conceal from you that the ship is aground ; but we are at least in greater safety than if she were beating upon the rocks ; our cabin is above water, and should the sea be more calm tomorrow, we may yet find means to reach the land in safety'.

What I had just said appeased their fears, for my family had the habit of confiding in my assurances. They now began to feel the advantage of the ship's remaining still ; for its motion had been most distressing, by jostling them against one another, or, whatever happened to the nearest. My wife however, more accustomed than the children to read my inmost thoughts, perceived the anxiety which devoured me. I made her a sign which conveyed an idea of hopelessness of our situation ; and I had the consolation to see that she was resolved to support the trial with resignation. 'Let us take some nourishment', said she ; 'our courage will strengthen with our bodies ; we shall perhaps need this comfort to support a long and melancholy night'. Soon after night set in ; the fury of the tempest had not abated ; the planks and beams of the vessel separated in many parts with a horrible crash. We thought of the boats, and feared that all they contained must have sunk under the foaming surge.

My wife had prepared a slender meal, and the four boys partook of it with an appetite to which their parents were strangers. They went to bed, and exhausted by fatigue, soon were snoring soundly. Fritz, the eldest, sat up with us. 'I have been thinking', said he, after a long silence, 'how it may be possible to save ourselves. If we had some bladders, or cork-jackets for my mother and my brothers, you and I, father, would soon contrive to swim to land.'

'That is a good thought', said I ; 'we will see what can be done.'

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) The narrator was sunk and desolate because
(i) he was keeping indifferent health (ii) his wife was ill
(iii) he had lost all chances of human help.

(b) He felt that it was his duty to appear serene before his family because (i) serenity was a great virtue (ii) it was necessary to get rid of the despondency the members of his family were a prey to (iii) it was the only way to relieve the members of his family of their anxiety.

(c) The narrator thought that they were safe because
(i) they were relatively better placed (ii) their cabin was above water (iii) the land was not far off.

(d) His words appeased the fears of the members of his family because (i) they confided in his assurances. (ii) their fears were unfounded (iii) they (i.e., the members of his family) were mentally prepared to shed their fears at the slightest encouragement.

(e) The wife of the narrator was resolved to support the trial with resignation because (i) she was left with no other alternative in the given situation (ii) it was her practice to do so (iii) resignation was a great virtue.

Answers : (a) The narrator was sunk and desolate because *he had lost all chances of human help.*

(b) He felt that it was his duty to appear serene before his family because *it was the only way to relieve the members of his family of their anxiety.*

(c) The narrator thought that they were safe because *their cabin was above water.*

(d) His words appeased the fears of the members of his family because *they confided in his assurances.*

(e) The wife of the narrator was resolved to support

the trial with resignation because *she was left with no other alternative.*

(B) (a) The word 'desolate' here means (i) alone
(ii) dejected (iii) dull.

(b) The word 'serene' is opposite in meaning to
(i) intolerant (ii) restless (iii) impassioned.

(c) The word 'aground' here means (i) on the ground
(ii) (of ships) touching the bottom in shallow waters
(iii) shattered.

(d) Pick up the correct word from 'happy', 'distressing' and 'fortunate' to fill in the blank in the following sentence :

The news was so———that I could not help feeling sad.

(e) The word 'slender' here means (i) 'scanty'
(ii) 'inadequate' (iii) 'slight'.

Answers : (a) The word 'desolate' here means '*dejected*'.

(b) The word 'serene' is opposite in meaning to '*restless*'.

(c) The word 'aground' here means (*of ships*) *touching the bottom in shallow waters.*

(d) The news was so *distressing* that I could not help feeling sad.

(e) The word 'slender' here means '*scanty*'.

(C) Some of the statements here are **true** and some **false**. Identify them.

(a) When chances of human aid appeared bleak, the narrator appeared restless.

(b) The narrator concealed the correct position of the vessel from his family.

(c) The words of the narrator did not allay their fears.

(d) The narrator's family did not feel assured by his words of encouragement.

(e) The children of the narrator did not quite follow his words.

Answers : (a) True, (b) False, (c) False, (d) False, (e) True.

(D) Arrange the statements that follow in the order in which they are found in the passage :

- (a) The eldest son of the narrator made some suggestion about how they could contrive to swim to land.
- (b) The narrator agreed to consider the suggestion.
- (c) His wife prepared a slender meal.
- (d) The narrator told his wife and children about the danger they were in and asked them to hold on with courage.
- (e) His wife was not slow to follow him but (she) did not lose heart.

Answers : (d), (e), (c), (a), (b)

[To be answered in complete sentences and arranged in correct sequence.]

(E) (a) What did the narrator decide to do when he realized the hopelessness of the situation and why ?

(b) What was the immediate result of the revelation made by him.

(c) How did his wife react to this ?

(d) What had the night in store for the family ?

(e) What did Fritz suggest to his father ? How was his suggestion received by his father ?

Answers : (a) The ship had grounded and all except the narrator's family had left the ship in search of a safer place. The situation was undoubtedly hopeless. The narrator realized this but decided to appear serene before his family because the situation would worsen, if he himself broke down in despair.

(b) The narrator revealed the hopelessness of the situation to his wife and children adding that there was yet some hope for them because their cabin was still above water and the land which was not far away might somehow be reached by them.

The members of his family who were accustomed to confiding in his assurances took him for his words and felt secure.

(c) The narrator's wife, however, was not slow to read his mind. She realized the hopelessness of the situation but decided to accept things as they came without showing any signs of despair. Immediately thereafter, she switched over to the preparation of a slender meal for all of them perhaps to conceal her anxiety before her near and dear ones.

(d) The night was awful; the fury of the tempest continued unabated as a result of which the planks and beams of the vessel separated in many parts with a terrible crash. The only passengers left on board passed a sleepless night hovering between life and death.

(e) Fritz, the eldest son of the narrator said to his father that both of them knew the art of swimming but others in the family did not. So if bladders or cork-jackets were available for his mother and brothers, all of them could somehow get to land.

Passage 8. Fritz, who had been up all night, and was fatigued with his laborious occupations, now lay down near his brothers, and was soon asleep; but their mother and I, too anxious to close our eyes, kept watch, listening to every sound that seemed to threaten a further change in our situation. We passed this awful night in prayer, in agonizing apprehensions, and in forming various resolutions as to what we should next attempt. We hailed with joy the first gleam of light which shot through a small opening of the window. The raging of the winds had begun to abate, the sky was becoming serene, and hope throbbed in my bosom as I beheld the sun already tinging the horizon. Thus revived, I summoned my wife and the boys to the deck to partake of the scene. The youngest children, half forgetful of the past, asked with surprise, why we were there alone, and

what had become of the ship's company. I led them to the recollection of our misfortune, and then added, 'Dearest children, God being more powerful than man has helped us, and will, no doubt continue to help us, if we do not abandon ourselves to a fruitless despair. Observe, our companions, in whom we had so much confidence, have deserted us, and that Divine Providence, in its goodness, has given us protection ! But my dear ones, let us show ourselves willing in our exertions, and thus deserve support from heaven. Let us not forget this useful maxim, and let each labour according to his strength.' Fritz advised that we should all throw ourselves into the sea, while it was calm, and swim to land—'Ah ! that may be well enough for you', said Ernest, 'for you can swim ; but we others should soon be drowned. Would it not be better to make a float of rafts, and get to land all together upon it ?'

'Much better', answered I, 'if we had the means for contriving such a float, and if, after all, it were not a dangerous sort of conveyance. But come, my boys, look each of you about the ship and see what can be done to enable us to reach the land'.

Read the foregoing passage carefully and answer the questions that follow :

- (A) (a) The narrator and his wife passed an anxious night because (i) they were in a critical situation (ii) they were afraid of the impending danger to their lives (iii) they did not know how to get to a safer place.
- (b) They passed the awful night (i) in peace (ii) in agonizing apprehensions (iii) indifferently.
- (c) They hailed the morning with joy because (i) it brought with it brighter prospects (ii) there was a welcome change in the weather (iii) the darkness of night had gone.
- (d) The narrator wanted the members of his family to show themselves willing in their exertions because (i) such

exertions were good for them (ii) God helps those who help themselves (iii) idleness is odious.

(e) The advice of Fritz about the way to get to land was not considered viable because (i) not everyone in the family knew how to swim (ii) it was an impossible task (iii) the journey was perilous.

Answers : (a) The narrator and his wife passed an anxious night because *they were afraid of the impending danger to their lives.*

(b) They passed the awful night in agonizing apprehensions.

(c) They hailed the morning with joy because *there was a welcome change in the weather.*

(d) The narrator wanted the members of his family to show themselves willing in their exertions because *God helps those who help themselves.*

(e) The advice of Fritz about the way to get to land was not considered viable because *not everyone in the family knew how to swim.*

(B) Fill in the blanks in the following sentences with appropriate words/expressions from the list given below :

(a) I have no ——— to attend to at present.

(b) He walked ten miles at a stretch and at the end of his journey fell asleep out of ——— .

(c) I was full of ——— about him.

(d) Mere ——— will not do ; you must have the will to execute it.

(e) The storm was raging and there was no sign that it would ——— .

List of words : fatigue ; resolution ; abate ; apprehension ; occupation.

Answers : (a) occupation (b) fatigue (c) apprehension (d) resolution (e) abate

[To be answered in complete sentences.]

(C) Some of the statements here are true and some false. Identify them.

(a) Fritz worked throughout the night but he showed no signs of fatigue.

(b) The narrator and his wife slept through the night in peace.

(c) The day at last dawned but the prospects were bleak.

(d) The narrator had a feeling of frustration when he looked at the morning sky.

(e) He reminded the members of his family that Heaven helps those who help themselves.

Answers : (a) False, (b) False, (c) False, (d) False, (e) True.

[To be answered in complete sentences.]

(D) Put the following statements in correct sequence :

(a) Fritz suggested that everyone should swim to land when the sea was calm.

(b) Ernest pointed out that the proposition was not viable.

(c) The narrator told the members of his family to exert themselves to get out of the difficult situation.

(d) The day dawned with brighter prospects.

(e) The narrator with his family passed the night in agonizing apprehensions.

Answers : (e), (d), (c), (a), (b)

[To be answered in complete sentences and arranged in correct sequence.]

(E) (a) Why was Fritz fatigued ?

(b) Describe how the narrator and his wife passed the night and why ?

(c) What prospects did the morning bring ?

(d) What advice did the narrator offer to the members of his family ?

(e) What, according to Fritz, was the way to get to land ? Was his suggestion viable ?

Answers : (a) Fritz could not sleep all night for he had to make preparations for meeting the challenge which might arise if the ship went to pieces at night. Consequently, he was so fatigued that he could not remain awake any longer.

(b) The narrator and his wife did not have a wink of sleep that night from anxiety. They were vigilant, listening intently to every sound that seemed to threaten a further change in the situation. They passed the terrible night in prayer, in agonizing apprehensions and in forming resolutions on the future course of action.

(c) The day dawned with the promise of brighter prospects. The fury of the tempest had begun to abate and the sky was becoming serene, marking a remarkable change in the entire picture.

(d) The narrator advised the members of his family to shake off despair and trust in God for their protection. He also reminded them that God helps those who help themselves.

(e) Fritz suggested that all of them should throw themselves into the sea while it was calm and swim to land. His suggestion was not viable because not all of them knew how to swim. The result would be tragic for those who did not know the art of swimming and would get drowned in no time.

Passage 9. They now all sprang from me with eager looks, to do as I desired. I, on my part, lost no time in examining what we had to depend upon as to provisions and fresh water. My wife and the youngest boy visited the animals, whom they found in a pitiable condition, nearly perishing with hunger and thirst. Fritz found his way to the ammunition room ; Ernest to the carpenter's cabin ; and Jack to the apartment of the cabin : but scarcely had he opened the door, when two large dogs sprang upon him and saluted him with such rude affection that he roared for assistance, as if they had been killing him. Hunger, however, had rendered the poor creatures so gentle that they licked his hands and face, uttering all the time a low

sort of moan, and continuing their caresses till he was almost suffocated. Poor Jack exerted all his strength in blows to drive them away; at last he began to understand, and to sympathize in their joyful movements, and put himself upon another footing. He got upon his legs, and gently taking the largest dog by the ears, sprang upon his back, and with great gravity presented himself thus mounted before me, as I came out of the ship's hold. I could not refrain from laughing, and I praised his courage; but I added exhortation to be cautious, and not to go too far with animals of this species, who, in a state of hunger, might be dangerous. By and by my little company were again assembled round me, and each boasted of what he had to contribute. Fritz had two fowling-pieces, some powder and small shot, contained in horn-flasks, and some bullets in bags. Ernest produced his hat filled with nails, and held in his hands a hatchet and a hammer; in addition, a pair of pincers, a pair of large scissors, and an auger, peeped out at his pocket-hole. Even the little Francis carried under his arm a box of very small size, from which he eagerly produced what he called some sharp-pointed hooks. His brothers smiled scornfully.

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) Jack shouted for help because (i) he fell into the sea (ii) he was attacked by a crocodile (iii) two large dogs sprang upon him and saluted him with rude affection.

(b) The poor creatures i.e., the dogs were rendered gentle as a result of (i) a change of heart (ii) hunger (iii) God's decree.

(c) They licked Jack's hands and face and continued their caresses because (i) they were overjoyed to be near a living creature after a period of confinement (ii) they expected to get some food after a spell of starvation (iii) they had nothing else to do.

(d) The narrator could not refrain from laughing at the sight of his son riding a dog because (i) it was an extra-ordinary sight (ii) it had a comic element in it (iii) it was a childish act.

(e) The narrator asked his son to be cautious with a dog because (i) it is a ferocious animal (ii) it cannot be relied upon (iii) it might be dangerous when it is hungry.

Answers: (a) Jack shouted for help because *two large dogs sprang upon him and saluted him with rude affection*

(b) The poor creatures i.e. the dogs were rendered gentle as a result of *hunger*.

(c) They licked Jack's hands and face and continued their caresses because *they were overjoyed to be near a living creature after a period of confinement*.

(d) The narrator could not refrain from laughing at the sight of his son riding a dog because *it had a comic element in it*.

(e) The narrator asked his son to be cautious with a dog because *it might be dangerous when it is hungry*.

(B) (a) The word 'provisions' here means (i) conditions in a legal document (ii) food supplies (iii) providing for future needs.

(b) The word 'pitiable' here means (i) full of pity (ii) worthy of pity (iii) exciting pity.

(c) The word 'moan' here means (i) a shrill cry (ii) the sound of sobbing (iii) a low sound of pain or one suggesting suffering.

(d) The word 'gravity' here means (i) the force of attraction between any two objects especially that force which attracts objects towards the centre of the earth (ii) weight (iii) the quality of being serious or solemn.

(e) The word 'exhortation' here means (i) earnest request or advice (ii) obtaining by violence or threat (iii) condition.

Answers : (a) The word 'provisions' here means '*food supplies*'.

(b) The word 'pitiable' here means '*exciting pity*'.

(c) The word 'moan' here means '*a low sound of pain or one suggesting suffering*'.

(d) The word 'gravity' here means '*the quality of being serious or solemn*'.

(e) The word 'exhortation' here means '*earnest request or advice*'.

[C] Some of the statements here are true and some false. Identify them.

(a) The members of the family of the narrator were eager to do as he directed.

(b) They were asked to examine the position of provisions and fresh water.

(c) The animals were found quite healthy.

(d) The narrator advised his son to be wary of hungry dogs.

(e) His brothers smiled scornfully at little Francis.

Answers : (a) True (b) True (c) False (d) True (e) True.

[To be answered in complete sentences]

(D) Arrange the following statements in correct sequence :—

(a) Jack found the dogs hungry but gentle.

(b) Unconcerned, Jack rode one of the dogs.

(c) The narrator decided to explore the availability of provisions and fresh water.

(d) Jack tried to ward off the dogs but in vain.

(e) His father advised him to be wary of the dog in a state of hunger.

Answers : (c), (a), (d), (b), (e)

[To be answered in complete sentences and arranged in correct sequence.]

(E) (a) What did the narrator ask the members of his family to do ?

- (b) What condition did they find the animals in ?
- (c) How did the two dogs receive Jack when he opened the door ?
- (d) How did he manage to become friendly with the dogs ?
- (e) Why did the narrator advise Jack to be wary of a hungry dog ?

(E) (a) The narrator asked each of the members of his family to look about the ship and to see what could be done to enable them to reach the land.

(b) They found the animals on board in a pitiable condition. They were nearly perishing with hunger and thirst. The two large dogs freed from the apartment of the cabin by Jack had turned gentle from continued hunger.

(c) When Jack opened the door of the cabin's apartment, two large dogs sprang upon him and started licking his hands and face and continued their caresses.

(d) Though frightened at first, Jack soon managed to become friendly with the dogs. At first he tried to ward them off with blows but without any results whatsoever. Then he began to understand them and to sympathize with them. Then he got upon his legs, took the larger dog by the ears and sprang upon its back and rode it away to his father. Thereafter the boy and the dog understood each other.

(e) The narrator asked Jack to be wary of hungry dogs because they might prove dangerous.

Passage 10. We had spent the day in laborious exertions ; it was already late ; and as it would not have been possible to reach the land that evening, we were obliged to pass a second night in the wrecked vessel, which at every instant threatened to fall to pieces. We next refreshed ourselves by a regular meal : for, during the day's work, we had scarcely allowed ourselves to take a bit of bread, or a glass of wine. Being now in a more tranquil and unapprehensive state of mind than the day before,

we all abandoned ourselves to sleep ; not, however, till I had used the precaution of tying the swimming apparatus round my three youngest boys and my wife, in case the storm should again come on. I also advised my wife to dress herself in the clothes of one of the sailors, which were so much more convenient for swimming or any other exertions she might be compelled to engage in. She consented, but not without reluctance, and left us to look for some that might best suit her size. In a quarter of an hour she returned, dressed in the clothes of a young man who had served as volunteer on board the ship. She could not conceal the timid awkwardness so natural to her sex, in such a situation ; but I soon found means to reconcile her to the change by representing the many advantages it gave her, till at length she joined in the merriment her dress occasioned, and one and all crept into our separate hammocks, where a delicious repose prepared us for the renewal of our labours.

By daybreak we were all awake and alert, for hope as well as grief is unfriendly to lengthened slumbers. When we had finished our morning prayer, I said, 'We now, my best beloved with the assistance of heaven, must enter upon the work of our deliverance.

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) The narrator and the members of his family passed the second night in the wrecked vessel because (i) they liked to do so (ii) they were detained there by some unforeseen circumstances (iii) it would not have been possible to reach the land by evening.

(b) They (i.e., the narrator and the members of his family) did not have any food during the day because (i) the supply had run short (ii) they did not feel hungry (iii) they were so busy that they had no time to take any food.

(c) They could afford luxury of a regular meal and some sleep because (i) they decided to resign to their

fate (ii) they had nothing else to do (iii) there had been an end to their worry and apprehension.

(d) The narrator advised his wife to dress herself in the clothes of one of the sailors because (i) she had no other dress to wear (ii) it was more convenient for swimming (iii) she looked pretty in that dress.

(e) The wife of the narrator accepted the suggested change in dress because (i) she looked better in that dress (ii) she had no other way out to achieve her purpose (iii) it would make for convenience in her swim across the sea to land.

Answers : (a) The narrator and the members of his family passed the second night in the wrecked vessel because *it would not have been possible to reach the land by evening.*

(b) They (i.e. the narrator and the members of his family) did not have any food during the day because *they were so busy that they had no time to take any food.*

(c) They could afford the luxury of a regular meal and some sleep because *there had been an end to their worry and apprehension.*

(d) The narrator advised his wife to dress herself in the clothes of one of the sailors because *it was more convenient for swimming.*

(e) The wife of the narrator accepted the suggested change in dress because *it would make for convenience in her swim across the sea to land.*

(B) Fill in the blanks in the following sentences with appropriate words/expressions from the list given below :

- The boy is ——— and will succeed in life.
- You can't stand the ——— of the work.
- The boy was ——— with dire consequences.
- Take a bath and ——— yourself with some food.
- The place is quiet and the night is ———.

List of words/expressions : Refresh ; laborious ; threaten ; tranquil ; exertions.

Answers : (a) The boy is *laborious* and will succeed in life.

- (b) You can't stand the *exertions* of the work.
- (c) The boy was *threatened* with dire consequences.
- (d) Take a bath and *refresh* yourself with some food.
- (e) The place is quiet and the night is *tranquil*.

(C) Some of the statements here are true and some false. Identify them :

- (a) The narrator and the members of his family spent the day on board idly.
- (b) On the third day they refreshed themselves by a regular meal and some sleep.
- (c) They could sleep peacefully as all preparations were complete.
- (d) The narrator asked his wife to dress as one of the sailors.
- (e) After initial hesitancy she agreed.

Answers ; (a) False, (b) False (c) True (d) True.
(e) True [To be answered in complete sentences.]

(D) Arrange the following statements in correct sequence :

- (a) At dawn, after their morning prayer the narrator advised the members of his family to work for their deliverance.
- (b) The narrator helped his wife to reconcile to her new dress.
- (c) She was asked by her husband to dress herself in the clothes of one of the sailors.
- (d) They refreshed themselves with food and a little sleep.
- (e) They spent the day in toilsome work.

Answers : (e), (d), (c) (b), (a)

[To be answered in complete sentences and arranged in proper sequence.]

(E) (a) Why did the narrator decide to put off his journey to the land by a day ?

(b) Why was there a hurry on their part to leave the vessel ?

(c) Why did the narrator feel that it would be more convenient for his wife to swim in a 'sailor's dress' ?

(d) How did his wife feel reconciled to her new dress ?

(e) What did the narrator tell the members of his family on the day of their journey to the land ?

Answers : (a) The narrator could not complete the preparations for the journey across the sea in time. He was so late that it would not have been possible for him to reach the land with his family that evening. So he was compelled to put off his journey to the land by a day.

(b) The wrecked vessel was in the process of rapid disintegration and the situation might go out of hand at any moment. So there was a hurry on the part of the narrator to leave the ill-fated ship with his family to save several lives from certain death.

(c) The narrator advised his wife to dress herself in a sailor's dress as it was especially made for the purpose. By its make this dress is ideally suitable for anyone journeying across the sea.

(d) The narrator's wife was initially hesitant about the sailor's dress. But necessity knows no law, so for the sake of convenience she had to dress herself in that dress. When her husband explained to her the manifold advantages of this dress, she felt reconciled to her new dress.

(e) On the day of their journey to the land the narrator told the other members of his family that they must work for their deliverance with the assistance of God.

Passage 11. Our voyage proceeded securely, though slowly ; but the nearer we approached the land, the more gloomy and unpromising its aspects appeared. The coast was clothed with barren rocks, which seemed to offer nothing but hunger and distress. The sea was calm ; the waves, gently agitated, washed the shore, and the sky was serene in every direction ; we perceived casks, bales, chests, and

other vestiges of shipwreck, floating around us. In the hope of obtaining some good provisions, I determined on endeavouring to secure some of the casks. I told Fritz to have a rope, a hammer and some nails ready, and to try to seize them as we passed. He succeeded in laying hold of two, and in such a way that we could draw them after us to the shore. Now that we were close on land, its rude outline was much softened, the rocks no longer appeared one undivided chain; Fritz with his hawk's eyes, already descried some trees, and exclaimed that they were palm trees. Ernest expressed his joy that he should now get much larger and better cocoanuts than he had ever seen before. I, for my part, was expressing audibly my regret that I had not thought of bringing a telescope that I knew was in the captain's cabin, when Jack drew a small one from his pocket, and with a look of triumph presented it to me.

On applying it to my eye I remarked that the shore before us had a desert and savage aspect, but that towards the left the scene was more agreeable; but when I attempted to steer in that direction, a current carried me irresistibly towards the coast that was rocky and barren. By and by we perceived a little opening between the rocks near the mouth of a creek, towards which all our geese and ducks betook themselves; and I, relying on their sagacity, followed in the same course. This opening formed a little bay; the water was tranquil, and neither too deep nor too shallow to receive our boat. I entered it, and continuously drew alongside a spot where the coast was about the same height above the water as our tubes, and where, at the same time, there was a quantity sufficient to keep us afloat.

Read the following passage carefully and answer the questions that follow :

(A) (a) The land that the narrator was approaching appeared apparently gloomy and unpromising because (i) there was little sunshine there (ii) the land was almost a desert (iii) the coast was rocky and barren and promised nothing but hunger and distress.

(b) The narrator determined to secure some of the casks floating on the sea because (i) he liked to have them (ii) they were costly things worth collecting (iii) they were necessary for obtaining some good provisions.

(c) The narrator asked his son Fritz to collect some casks (i) from the market (ii) from other people (iii) from the sea as they passed.

(d) The land on a closer scrutiny appeared (i) as it had done from a distance (ii) fertile and full of prospects (iii) not all barren but largely clothed with trees.

(e) Ernest was happy because (i) he was at last in a new land (ii) he was charmed by the beautiful landscape before him (iii) he would now get much larger and better cocoanuts than he had ever seen before.

Answers : (a) The land that the narrator was approaching appeared apparently gloomy and unpromising because *the coast was rocky and barren and promised nothing but hunger and distress.*

(b) The narrator determined to secure some of the casks floating on the sea because *they were necessary for obtaining some good provisions.*

(c) The narrator asked his son Fritz to collect some casks *from the sea as they passed.*

(d) The land on a closer scrutiny appeared *not all barren but largely clothed with trees.*

(e) Earnest was happy because *he would now get much larger and better cocoanuts than he had ever seen before.*

(B) Fill in the blanks in the following sentences with appropriate words/expressions from the list given below :

(a) Kamal misses nothing ; it is impossible to escape his———.

(b) I was in the mid-stream ; from there I —— some strangely dressed people moving about along the river bank.

(c) I sent him this proposal but he was —— to accept it.

(d) The man muttered some words ——.

(e) Apples hung from the trees all along the railway track ; I tried to ——— a few but did not succeed.

[List : Catch hold of ; inaudibly ; agreeable ; descried ; hawk's eye.]

Answers : (a) Kamal misses nothing ; it is impossible to escape his *hawk's eye*.

(b) I was in the mid-stream ; from there I *descried* some strangely dressed people moving about along the river-bank.

(c) I sent him this proposal but he was not *agreeable* to accept it.

(d) The man muttered some words *inaudibly*.

(e) Apples hung from the trees all along the railway track ; I tried to *catch hold of* a few but did not succeed.

(C) Some of the statements here are true and some false. Identify them.

(a) The voyage of the narrator proceeded with a rapid pace.

(b) The newly discovered land appeared bright and promising.

(c) The sea, the shore and the sky were a picture of calm and serenity.

(d) The narrator was happy that he had brought a telescope with him.

(e) The water around the little bay was troubled.

Answers : (a) False, (b) False, (c) True, (d) False, (e) False, [To be answered in complete sentences.]

(D) Arrange the following statements in correct sequence :

(a) The narrator got to the shore through little bay where the water was not troubled.

(b) He tried to avoid the coast which was rocky and barren.

(c) The voyage of the narrator was undisturbed but slow.

(d) The narrator's son collected two casks floating around him on the sea.

(e) The narrator's son saw some trees and identified them as palm trees.

Answers : (c), (d), (e), (b), (a)

[To be answered in complete sentences and arranged in correct sequence.]

(E) (a) Describe the outlook of the land the narrator was heading towards after the shipwreck.

(b) How did nature look like while the ship-wrecked persons were moving towards the land ?

(c) What flotsam did they notice while moving towards the land ?

(d) Why was the narrator's son joyful ? Why did the narrator regret his having no telescope with him ?

(e) Why did the narrator enter the little bay to get to the land ?

Answers (a) As the narrator was heading towards the land, its aspects appeared far from bright or promising. The crast was full of barren rocks which, it was clear, would offer nothing but hunger and misery.

(b) As the shipwrecked persons were moving towards the land, nature presented a picture of peace and tranquility. The sea was calm ; the waves were moving gently towards the shore to wash it end the sky was screne all around.

(c) The flotsam which the shipwrecked persons noticed while heading towards the land were casks, bales, chests and other vestiges of shipwreck.

(d) Ernest, the narrator's son saw some cocoanut trees of better type on the land. He was joyful because he now hoped to get much larger and better cocoanuts than he had ever seen before. The narrator, however, regretted that he had no telescope with him to look through while he was heading towards an unknown land full of one hardly knows what.

(e) The narrator did not enter the little bay deliberately to get to the land. While he was moving towards the coast,

a current carried him with irresistible force towards a little opening between the rocks, near the mouth of a creek towards which all his geese and ducks flew away for shelter, so he did not hesitate to enter the little bay to get to the land.

Passage 12. Mr. Prasanta Sur, West Bengal Urban Development Minister, said in Calcutta on Wednesday that he was worried over the reports of theft of electricity from street lights in the city. Owners of unauthorised structures and road-side stalls were mainly involved in such theft, he alleged.

Mr. Sur pointed out that such theft was taxing the Corporation as it had to pay to the Calcutta Electric Supply Corporation for unauthorised drawals. The Minister held a meeting with senior officials of the Calcutta Police and the civic body during the day to plan measures to check thefts of electricity. He had asked the civic officials to be more vigilant and to lodge complaints with the police from each ward of the city. The police would take action against the offenders in accordance with the law.

The Minister said that the Calcutta Municipal Corporation would henceforth give permissions to thika tenants in bustees for electricity connexions in their houses.

The Minister said that the delegations from Fern Road, Lake Gardens and Hindusthan Park in South Calcutta complained to him during the day about the shortage of drinking water supply. He had directed the civic officials to take necessary measures and to sink a deep tubewell in the Lake Gardens area.

[*The Statesman, Calcutta, 27 July '84*]

Read the above passage carefully and answer the questions that follow :

(A) (a) Mr. Prasanta Sur said in Calcutta on Wednesday that he was worried over (i) the deplorable state of Calcutta roads (ii) the reports of theft of electricity from

street lights in the city (iii) the continued load-shedding adversely affecting industry.

(b) Those mainly involved in theft of electricity were the (i) street urchins (ii) local rowdies (iii) owners of unauthorised structures and road-side stalls.

(c) Such theft was taxing the Corporation as it had to (i) double the production of electricity (ii) discontinue supply of electricity (iii) pay to the Calcutta Electric Supply Corporation for unauthorised drawals.

(d) The Minister held a meeting with (i) elite of the city (ii) The officials of his ministry (iii) senior officials of the Calcutta Police and the civic body.

(e) The Minister said that the delegates from some South Calcutta localities complained to him about (i) digging up of roads (ii) shortage of drinking water supply (iii) discontinuation of milk supply.

Answers : (a) Mr. Prasanta Sur said in Calcutta on Wednesday that he was worried over *the reports of theft of electricity from street lights in the city.*

(b) Those mainly involved in theft of electricity were *the owners of unauthorised structures and road-side stalls.*

(c) Such theft was taxing the Corporation as it had to *pay to the Calcutta Electric Supply Corporation for unauthorised drawals.*

(d) The Minister held a meeting with *senior officials of the Calcutta Police and the civic body.*

(e) The Minister said that the delegates from some South Calcutta localities complained to him about *shortage of drinking water supply.*

(B) (a) The word 'urban' here means (i) of a village (ii) of a locality (iii) of a city.

(b) The word 'worried' here means (i) glad (ii) unhappy (iii) being in a state of anxiety.

(c) The words 'civic body' here mean (i) a group of civilians (ii) a civilized association (iii) a municipal corporation.

(d) The word 'vigilant' here means (i) vocal (ii) arrogant (iii) watchful.

(e) The word 'directed' here means (i) requested (ii) gave order (iii) prohibited.

Answers : (a) The word 'urban' here means *of a city*

(b) The word 'worried' here means *being in a state of anxiety*.

(c) The words 'civic body' here mean *a municipal corporation*.

(d) The word 'vigilant' here means *watchful*.

(e) The word 'directed' here means *gave order*.

(C) Some of the statements here are true and some false. Identify them :

(a) The Urban Development Minister was unconcerned over the reports of theft of electricity.

(b) Owners of unauthorised structures and road-side stalls were mainly involved in theft of electricity.

(c) The Minister planned measures to check thefts of electricity in a meeting with the leading citizens of South Calcutta.

(d) The police would act as they pleased against the offenders.

(e) The civic officials were directed to send more water-tankers to some areas of South Calcutta.

Answers : (a) False (b) True (c) False (d) False (e) False. [To be answered in complete sentences.]

(D) Put the following statements in their proper sequence as they appear in the above passage :

(a) The civic officials were asked to be more vigilant.

(b) Theft of electricity from street-lights worried the Minister.

- (c) The police would take a action against the offenders.
- (d) The Minister held a meeting with senior officials.
- (e) The civic officials were directed to sink a deep tubewell.

Answers : (b), (d), (a), (c), (e).

[To be answered in complete sentences in the sequence as shown above]

(E) (a) Who was worried over the reports of theft of electricity from street lights in the city ?

(b) How did the theft of electricity affect the Corporation ?

(c) What were the civic officials asked to do to prevent theft of electricity ?

(d) What was the complaint of the delegations from some South Calcutta localities ?

(e) What did the Minister do to redress the grievance of the delegations from South Calcutta ?

Answers : (a) Mr. Prasanta Sur, West Bengal Urban Development Minister was worried over the reports of theft of electricity from street lights in the city.

(b) The theft of electricity taxed the Corporation as it had to pay to the Calcutta Electric Supply Corporation for unauthorised drawals.

(c) The civic officials were asked to be more vigilant and to lodge complaints with the police from each ward of the city.

(d) The delegations from some South Calcutta localities complained about the shortage of drinking water supply.

(e) The Minister directed the civic officials to sink a deep tubewell in the Lake Gardens area.

Passage 13. It is not easy to comment on an opening ceremony which seemed different in many ways from those in the Olympics of the past, one which attempted to blend the culture of the ancient Hellenic Games with contemporary thought, without really doing anything very radical. It was spectacular and, in a way, delightfully informal.

The 93,000 plus spectators packed into the coliseum were restless, braving the hot afternoon, when suddenly church bells pealed and the countdown began.

The music and the thousands of young dancers whose performance that followed during the next 60 minutes, was memorable enough. It brought in some of the best known pieces of American music and from show business. The tunes were familiar even to most visitors, and one was taken back to the world of George Gershwin, Benny Goodman, Glen Miller and Duke Ellington. Besides, there was Ella Fitzgerald.

The crowd loved it all, just as it enjoyed the music specially composed for the Olympics. John William's Olympic theme provided the best meeting point between the Olympics and America and is a tune that will be remembered for a long time.

But all this, however, preceded the formal aspect of the opening ceremony. The flag ceremony, the Marchpast, the lighting of the flame remained in essence traditional (in fact the flag ceremony went all the way back to the Olympics in Antwerp, more than half a century ago), but where the organizers really scored was in raising their entertainment value. This was only to be expected, with the Games being staged next door to Hollywood.

The marching athletes appeared to respond beautifully to the music and dancing. There were more smiling faces among them than ever before. It was the kind of atmosphere that Baron de Courbetin would have liked to see in the Olympics that he founded.

[*The Statesman, Calcutta, 30 July '84*]

Read the above passage carefully and answer the questions that follow :

(A) (a) It was not easy to comment on the opening ceremony because (i) there was total confusion (ii) reporters were not allowed to enter into the area (iii) it was

different in many ways from those in the Olympics of the past.

(b) The opening ceremony was (i) a dull affair (ii) not to the liking of most of the spectators (iii) spectacular and delightfully informal.

(c) The spectators were restless because (i) the ceremony was delayed (ii) they had to brave a hot afternoon (iii) there were obstructions for them to get a clear view.

(d) The music and the dancers' performance were (i) commonplace (ii) irritating to the eye (iii) memorable.

(e) The marching athletes appeared to be (i) out of steps with the music (ii) indifferent to the importance of the occasion (iii) responding beautifully to the music.

Answers : (a) It was not easy to comment on the opening ceremony because *it was different in many ways from those in the Olympics of the past.*

(b) The opening ceremony was *spectacular and delightfully informal.*

(c) The spectators were restless because *they had to brave a hot afternoon.*

(d) The music and the dancers' performance were *memorable.*

(e) The marching athletes appeared to be *responding beautifully to the music.*

(B) Fill in the gaps in the following sentences with one of the following words/expressions listed below :

(a) The horse-show by the army on the Army Day was ———.

(b) The speaker delivered a ——— address on the subject of world-peace.

(c) The hymn specially ——— for the IXth. Asiad was highly appreciated by all.

(d) There is, ———, hardly any difference between the two theories.

(e) An — — of accommodation and tolerance prevailed during the disarmament conference.

[list of words and expressions : memorable ; in essence ; spectacular ; atmosphere ; composed.]

Answers : (a) The horse-show by the army on the Army Day was *spectacular*.

(b) The speaker delivered a *memorable* address on the subject of world-peace.

(c) The hymn specially *composed* for the IXth Asiad was highly appreciated by all.

(d) There is, *in essence*, hardly any difference between the two theories.

(e) An *atmosphere* of accommodation and tolerance prevailed during the disarmament conference.

(C) Some of the statements here are true and some false. Identify them.

(a) The spectators in the coliseum during the opening ceremony numbered 1,73,000 plus.

(b) The opening ceremony was of *medicore* standard.

(c) The tunes were familiar to most visitors.

(d) Where the organizers really scored was in raising the entertainment value.

(e) Most of the athletes, as they marched past, wore a grim look.

Answers : (a) false (b) false (c) true (d) true (e) false.

[To be answered in complete sentences.]

(D) Arrange the following statements in their proper sequence (with reference to the foregoing passage).

(a) The tunes were familiar to most visitors.

(b) It was spectacular and delightfully informal.

(c) The opening ceremony seemed different in many ways from those in the Olympics of the past.

(d) The marching athletes appeared to respond beautifully to the music.

(e) The spectators braved a hot afternoon.

Answers : (In proper sequence) : (c), (b), (e), (a), (d).

[To be answered in complete sentences.]

(E) (a) Why did the narrator find it difficult to comment on the opening ceremony ?

(b) What was the number of spectators in the coliseum ? Why were they restless ?

(c) Who are the famed musicians mentioned in the foregoing passage ?

(d) What provided the best meeting point between the Olympics and America ?

(e) How did the marching athletes appear ?

Answers : (a) The narrator found it difficult to comment on the opening ceremony because it seemed different in many ways from those in the Olympics of the past and it attempted to blend the culture of the ancient Hellenic Games with contemporary thought, without really doing anything very radical.

(b) The number of spectators in the coliseum was 93,000 plus. They were restless because they had to brave a hot afternoon.

(c) The famed musicians mentioned in the passage are—George Gershwin, Benny Goodman, Glen Miller, Duke Ellington and Ella Fitzgerald.

(d) John William's Olympic theme provided the best meeting point between the Olympics and America.

(e) The marching athletes appeared to respond beautifully to the music and dancing.

[Passage 14. New Delhi, July 29.—The Eighth Finance Commission has suggested that the Centre should withdraw the surcharge on income-tax, a source of major irritation to the States, in the Budget for 1985-86, reports UNI.

The basic rates of income-tax should be suitably readjusted so that the States get a share of the proceeds, which they are losing otherwise. The commission says : "We

appreciate that probably this process will reduce the Centre's resources by a small extent. But, we think, that in the larger national interest, it is a desirable step."

The Commission has, however, made it clear that even then the share of the States in the divisible pool of income-tax should not exceed 85 per cent.

The States have been annoyed saying that the Centre had been resorting to surcharges on income-tax to deny their share. The Commission's suggestion is a major concession given to the States and would mark a step towards smoother relations between the two.

With regard to corporation tax, the commission has not accepted the States' plea for a share in its yield, but suggested the setting up of a committee to consider amending the Constitution. It was in 1957 that the tax on the corporate sector was severed from the Income-tax Act and embodied in a separate statute.

The commission has not favoured a suggestion made by some States that pending the amendment of the Constitution, they should be given grants under Article 275, in lieu of the share which they could secure. This, the commission said, would amount to circumventing the Constitution.

Referring to the share of the States in the cost of collection of the two taxes, the commission said that there was imbalance in favour of that of income-tax. The present ratio is 7 : 1 between income-tax and corporate-tax. It has suggested that a committee of experts should go into this matter. [*The Statesman, Calcutta, 30, July '84*]

Read the foregoing passage carefully and answer the questions that follow :

(A) (a) The Eighth Finance Commission suggested that the Centre should withdraw the surcharge on income-tax in the Budget for 1985-86 because it was (i) unjust (ii) unconstitutional (iii) a source of major irritation to the States.

(b) The basic rates of income-tax should be suitably readjusted so that (i) the Centre may earn more by way of income-tax (ii) relief is provided to the tax-payers (iii) the States get a share of the proceeds.

(c) The States have been annoyed saying that the Centre had been resorting to surcharges on income-tax to (i) destroy the economy (ii) appease the rich (iii) to deny the States their share.

(d) With regard to corporate-tax, the commission has suggested the setting up of a committee to consider (i) doing away with the tax (ii) readjustment of the tax (iii) amending the Constitution.

(e) With regard to the suggestion made by some States that they should be given grants under Article 275, the commission said that it would (i) adversely affect the economy (ii) amount to circumventing the Constitution (iii) create complications for the Centre.

Answers : (a) The Eighth Finance Commission suggested that the Centre should withdraw the surcharge on income-tax in the Budget for 1985-86 because it was a *source of major irritation to the States*.

(b) The basic rates of income-tax should be suitably readjusted so that *the States get a share of the proceeds*.

(c) The States have been annoyed saying that the Centre had been resorting to surcharges on income-tax to *deny the States their share*.

(d) With regard to corporate-tax, the commission has suggested the setting up of a committee to consider *amending the Constitution*.

(e) With regard to the suggestion made by some States that they should be given grants under Article 275, the commission said that it would *amount to circumventing the constitution*.

(B) (a) The word 'irritation' here is nearest in meaning to (i) happiness (ii) indifference (iii) annoyance.

(b) The word 'resources' here means (i) military power (ii) valuable treasures (iii) means of raising money.

(c) My ——— in the matter was not accepted by the committee. (fill up the gap with the most suitable word from 'conditions', 'plea', 'suggestion'.)

(d) The word 'amending' here means (i) giving up evil ways (ii) rectifying (iii) improving.

(e) The word 'circumvent' here means (i) to baffle by indirection (ii) to encompass (iii) to outwit.

Answers : (a) The word 'irritation' here means *annoyance*.

(b) The word 'resources' here means *means of raising money*.

(c) My *suggestion* in the matter was not accepted by the committee.

(d) The word 'amending' here means *rectifying*.

(e) The word 'circumvent' here means *to baffle by indirection*.

(C) Some of the statements here are true and some false. Identify them :

(a) As per suggestion of the Eighth Finance Commission the Centre should withdraw the surcharge on income-tax.

(b) The basic rates : of income-tax should not be disturbed.

(c) The share of the 'States in the divisible pool of income-tax should not be more than 50 per cent.

(d) The States feel that the Centre had been resorting to surcharges on income-tax to deny them their share.

(e) With regard to corporation tax, a committee should be set up to consider amending the Constitution.

Answers : (a) True (b) False (c) False (d) True (e) True. [To be answered in complete sentences.]

(D) Arrange the following statements in their proper sequence.

(a) The present ratio is 7 : 1 between income-tax and corporate tax.

(b) The States should be given grants under Article 275.

(c) The divisible pool of income-tax should not exceed 85 per cent.

(d) The Commission's suggestion is a major concession given to the States.

(e) The basic rates of income-tax should be readjusted.

Answers : (in proper sequence) : (e) ; (c) ; (d) ; (b) ; (a).

[To be answered in complete sentences and arranged in proper sequence]

(E) (a) Why did the Eighth Finance Commission suggest that the Centre should withdraw the surcharge on income-tax in the Budget for 1985-86 ?

(b) Why should the basic rates of income-tax be readjusted ?

(c) What should be the maximum share of the States in the divisible pool of income-tax ?

(d) What is the opinion of the Commission with regard to the corporate-tax ?

(e) What view did the Commission hold with regard to the share of the States in the cost of the collection of the two taxes ?

Answers : (a) The Eighth Finance Commission suggested that the Centre should withdraw the surcharge on income-tax in the Budget for 1985-86 because it was a source of major irritation to the States.

(b) The basic rates of income-tax should be readjusted so that the States get a share of the proceeds, which they are losing otherwise.

(c) The maximum share of the States in the divisible pool of income-tax should be 85 per cent.

(d) With regard to the corporate-tax, the Commission has not accepted the States' plea for a share in it, but suggested the setting up of a committee to consider amending the Constitution.

(e) With regard to the share of the States in the cost of collection of the two taxes, the Commission held the view that there was imbalance in favour of that of income-tax.

Passage 15. The movement of foodgrain and other essential commodities to North Bengal has suffered a setback following the damage in the Kumedpur railway bridge near Malda caused by flood waters 10 days ago. With the bridge yet to be repaired, the State administration has called a meeting to review the position on Friday. The flood situation in West Bengal showed little sign of improvement on Thursday with most of the major rivers on spate.

The Chief Secretary to the West Bengal Government, Mr. S. V. Krishnan said that the movement of foodgrain, cement and petroleum products to North Bengal had been affected after the rail link had snapped. Representatives of the Railways, Coal India, Indian Oil Corporation and the Food Corporation of India had been asked to be present at a meeting convened by Mr. Benoy Choudhury who is looking after the Chief Minister's portfolio. The bridge, 65 kms. beyond Malda, was severely damaged on July 15.

The Chief Secretary said that the Army authorities, the Railways and the local Irrigation officials were of the opinion that it might be useful to blow up one of the charlands of the Teesta. The pressure of the turbulent waters of the Teesta was creating problems for the railways.

The State's Irrigation Minister, Mr. Nani Bhattacharya, said that the water level in nearly all the rivers in the state were near or over the danger level, and persistent rain had affected repair work on breaches on embankments at Moyna in Midnapore. While the initial closure had been effected, work on strengthening the bunds had suffered a setback.

[*The Statesman, Calcutta, 27 July '84*]

Read the above passage carefully and answer the questions that follow :

(A) (a) Movement of foodgrain and other essential

commodities to North Bengal suffered a setback because (i) there was labour unrest (ii) transport facilities were not available (iii) the Kumedpur railway bridge near Malda was damaged by flood waters.

(b) On Thursday, the flood situation in West Bengal showed (i) a marked sign of improvement (ii) no change in the position (iii) little sign of improvement.

(c) Mr. S. V. Krishnan is the (i) food Minister of West Bengal (ii) chief Secretary to the West Bengal Government (iii) a minor official of the Irrigation Department.

(d) The Army authorities, the Railways and the local Irrigation officials were of the opinion that (i) one of the charlands of the Teesta should be blown up (ii) a new rail bridge should be constructed (iii) they should wait and watch the flood situation.

(e) The State's Irrigation Minister said that the water level in nearly all the rivers in the State were (i) receding (ii) far below the danger level (iii) near or over the danger level.

Answers : (a) Movement of foodgrain and other essential commodities to North Bengal suffered a setback because *the Kumedpur railway bridge near Malda was damaged by flood waters.*

(b) On Thursday, the flood situation in West Bengal showed *little sign of improvement.*

(c) Mr. S. V. Krishnan *is the Chief Secretary to the West Bengal Government.*

(d) The Army authorities, the Railways and the local Irrigation officials were of the opinion that *one of the charlands of the Teesta should be blown up.*

(e) The State's Irrigation Minister said that the water level in nearly all the rivers in the State were *near or over the danger level.*

(B) Fill up the gaps with one of the words/expressions listed below :

(a) The patient's condition ——— last night.

(b) Several measures are contemplated to improve the civic ———.

(c) ——— of student bodies met the Education Minister to ventilate their grievances.

(d) It is quite a difficult ——— to solve.

(e) The ——— of water in the Teesta is receding.

[List of words/expressions : level ; suffered a setback ; representatives ; problem ; administration]

Answers : (a) suffered a setback ; (b) administration ; (c) Representatives ; (d) problem ; (e) level.

[To be answered in complete sentences.]

(C) Some of the statements here are true and some false. Identify them :

(a) The water level in all the rivers in the State was receding.

(b) The bridge, 65 kms. beyond Malda, was repaired on July 15.

(c) It might be useful to blow up one of the charlands of the Teesta.

(d) The placid waters of the Teesta were creating problems for the railways.

(e) Work on strengthening the bunds had suffered a setback.

Answers : (a) false ; (b) false ; (c) true ; (d) false ; (e) true. [To be answered in complete sentences]

(D) Arrange the following statements in proper sequence (as they appear in the passage)

(a) Mr. Benoy Choudhury is looking after the Chief Minister's portfolio.

(b) The movement of essential commodities to North Bengal suffered a setback.

(c) The bridge, 65 kms. beyond Malda, was severely damaged.

(d) The flood situation in West Bengal showed little sign of improvement.

(e) One of the charlands of the Teesta should be blown up.

Answers : (b), (d), (a), (c), (e).

[To be answered in complete sentences and arranged in proper sequence.]

(E) (a) Why did the movement of foodgrain and other essential commodities to North Bengal suffer a setback ?

(b) What was the situation of the floods in West Bengal on Thursday ?

(c) Who were the authorities asked to send their representatives to attend the meeting convened by Mr. Benoy Choudhury ?

(d) Who were of the opinion that it might be useful to blow up one of the charlands of the Teesta ?

(e) What did the State Irrigation Minister say ?

Answers : (a) The movement of foodgrain and essential commodities to North Bengal suffered a setback because the Kumedpur railway bridge was damaged by flood waters.

(b) With most of the major rivers on spate, the flood situation in West Bengal showed no or little sign of improvement on Thursday.

(c) Representatives of the Railways, Coal India, Indian Oil Corporation and the Food Corporation of India were asked to attend the meeting convened by Mr. Benoy Choudhury.

(d) The Army authorities, the Railways and the local Irrigation officials were of the opinion that it might be useful to blow up one of the charlands of the Teesta.

(e) The State Irrigation Minister said that the water level in nearly all the rivers in the State were near or over the danger level, and persistent rain had affected repair work on breaches on embankments at Moyna in Midnapore. The Minister further said that though the initial closure had been effected, work on strengthening the bunds had suffered a setback.

Passage 16 The air grew colder, as day came slowly on ; and the mist rolled along the ground like a dense cloud of smoke, The grass was wet ; the pathways and low places were all mire and water ; and the damp breath of an unwholesome wind went languidly by with a hollow moaning. Still, Oliver lay motionless and insensible on the spot where Bill Sikes had left him.

Morning drew on apace. The air became more sharp and piercing, as its first dull hue—the death of night, rather than the birth of day, glimmered in the sky. The objects which had looked dim and terrible in the darkness, grew more and more defined and gradually resolved into their familiar shapes. The rain came down, thick and fast, and pattered, noisily, among the leafless bushes. But Oliver felt it not, as it beat against him ; for he still lay stretched helpless and unconscious, on his bed of clay.

At length a low cry of pain broke the stillness that prevailed, and uttering it, the boy awoke. His left arm, rudely bandaged in a shawl hung heavy and useless at his side : and the bandage was saturated with blood. He was so weak that he could hardly raise himself into a sitting posture ; when he had done so, he looked feebly round for help, and groaned with pain. Trembling in every joint, from cold and exhaustion, he made an effort to stand upright ; but, shuddering from head to foot, fell prostrate on the ground. After a short return to stupor in which he had been so long plunged, Oliver, urged by a creeping sickness at his heart, which seemed to warn him that, if he lay there, he must surely die, got upon his feet, and essayed to walk. His head was dizzy, and he staggered to and fro like a drunken man. But he kept up, nevertheless, and, with his head dropping languidly on his breast, went stumbling onward, he knew not whither.

Read the above passage carefully and answer the questions that follow :

(A) (a) The breath of the wind was unwholesome because (i) it is naturally like that (ii) there was a heap of garbage near by (iii) the wind was damp.

(b) Oliver lay motionless and insensible on the spot because (i) he was dead (ii) he feigned like one dead (iii) he was seriously wounded and was in a state of unconsciousness.

(c) The air became sharper and more piercing when (i) the day advanced (ii) it was noon (iii) at dawn.

(d) The objects around Oliver resolved into their familiar shapes because (i) he was back to his senses and there was no darkness (ii) it was broad daylight (iii) he could now see clearly.

(e) Oliver staggered to and fro like a drunken man because (i) he was really intoxicated (ii) he felt dizzy as a result of extreme weakness (iii) he usually walked like that.

Answers : (a) The breath of the wind was unwholesome because *the wind was damp*.

(b) Oliver lay motionless and insensible on the spot because *he was seriously wounded and was in a state of unconsciousness*.

(c) The air became sharper and more piercing *at dawn*.

(d) The objects around Oliver resolved into their familiar shapes because *he was back to his senses and there was no darkness*.

(e) Oliver staggered to and fro like a drunken man because *he felt dizzy as a result of extreme weakness*.

(B) (a) The word 'pathway' here means (i) way leading to the path (ii) metalled road (iii) way made across field through woods etc. by people walking.

(b) Give the word nearest in meaning to 'insensible'.

(c) The word 'unwholesome' here means (i) something not whole (ii) biting (iii) unhealthy.

(d) The word 'languidly' here means (i) feebly (ii) slowly (iii) in an intelligible language.

(e) The word 'saturated' here means (i) damp (ii) undried (iii) thoroughly wet.

Answers : (a) The word 'pathway' here means way made across field, through wood etc. by people walking.

(b) 'Senseless/unfeeling' is the word nearest in meaning to the word 'insensible'.

(c) The word 'unwholesome' here means 'unhealthy'.

(d) The word 'languidly' here means 'slowly'.

(e) The word 'saturated' here means 'thoroughly wet'.

[C] Some statements here are true and some false. Identify them :

(a) Seriously wounded, Oliver was lying on the ground in an unconscious state.

(b) The rain woke Oliver up.

(c) When he woke up in the morning, he was quite fit to walk back home.

(d) Oliver felt that he must leave the place or he would surely die.

(e) When he stood up he was able to walk like a normal, healthy man.

Answers : (a) True (b) False (c) False (d) True (e) False.

[to be answered in complete sentences]

[D] Put the following statements in proper sequence :—

(a) Oliver felt at heart that he must leave the place and seek human help or he would meet with certain death.

(b) Oliver tried to raise himself into a sitting posture but did not succeed.

(c) Oliver stood up with great effort and moved forward, staggering to and fro like a drunken man for some sort of shelter.

- (d) Oliver lay on the ground in an unconscious state.
- (e) Neither the rays of the sun nor the drops of rain falling thick and fast on him awakened him.

Answers : (d), (e), (b), (a), (c)

[to be answered in complete sentences and arranged in proper sequence]

[E] Answer the following questions briefly :—

(a) Describe the surroundings of Oliver when he was lying on the ground in an unconscious state.

(b) What were the changes noticeable when the day dawned ?

(c) What did Oliver do when the rain started ?

(d) What prevented Oliver from raising himself into a sitting posture ?

(e) Why did Oliver decide to leave the place and seek shelter in the midst of men ?

Answers :

(a) It was dawn and yet Oliver was lying on the ground in an unconscious state. The air grew colder and there was dense cloud of mist all around. The grass was wet and the pathways and low places were covered with water and mire. The wind was damp and unwholesome.

(b) As the day dawned the air became sharper and more piercing. The objects around Oliver looking dim and terrible earlier in the darkness of night gradually appeared in their familiar shapes.

(c) When the rain started Oliver was lying on the ground in an unconscious state insensible of everything happening around him.

(d) Oliver was seriously injured. He was so weak as a result of profuse bleeding that he was quite unable even to raise himself into a sitting posture.

(e) When Oliver regained consciousness after hours he felt so sick at heart that instinctively he knew that he must leave the place and seek shelter in human habitation or he

was sure to die. So he decided to leave the place without delay.

Passage No. 17. And now hosts of bewildering and confused ideas came crowding into his mind. He seemed to be still walking between Sikes and Crackit, who were angrily disputing; for the very words they said sounded in his ears; and when he caught his own attention, as it were by making some violent effort to save himself from falling, he found that he was talking to them. Then he was alone with Sikes plodding on, as they had done the previous day. As shadowy, people passed them he felt the robber's grasp upon his wrist. Suddenly he started back at the report of firearms; and there rose into the air loud cries and shouts; lights gleamed before his eyes; and all was noise and tumult, as some unseen hand bore him hurriedly away. Through all these rapid visions, there ran an undefined, uneasy consciousness of pain, which wearied and tormented him incessantly.

Thus he staggered on, creeping almost mechanically, between the bars of gates or through hedge-gaps as they came in his way, until he reached a road. Here the rain began to fall so heavily that it roused him.

He looked about and saw that at no great distance there was a house, which perhaps he could reach. Pitying his condition they might have compassion on him; and if they did not, it would be better, he thought, to die near human beings, than in the lonely, open fields. He summoned up all his strength for one last trial; and bent his faltering steps towards it.

As he drew nearer to this house, a feeling came over him that he had seen it before. He remembered nothing of its details, but the shape and aspect of the building seemed familiar to him.

That garden wall! on the grass inside he had fallen on

his knees last night, and prayed the two men's mercy. It was the same house they had attempted to rob.

Oliver felt such fear come over him when he recognised the place, that for an instant, he forgot the agony of his wound, and thought only of flight. Flight! He could scarcely stand; and if he were in full possession of all the best powers of his slight and youthful frame, whither could he fly? He pushed against the garden-gate, it was unlocked, and swung open on its hinges. He tottered across the lawn; climbed the steps; knocked faintly at the door; and, his whole strength failing him, sank down against one of the pillars of the little portico.

Read the foregoing passage carefully and answer the following questions:—

[A] (a) Oliver staggered on because (i) he was very weak (ii) he had injured his legs (iii) that was the way he walked.

(b) The rain roused him because (i) he could not sleep when it rained (ii) it disturbed him in his sleep (iii) it broke the stupor he was in.

(c) Oliver advanced towards the house which stood at some distance because (i) he had an acquaintance there (ii) that was a physician's house (iii) he expected hopefully that he might get some sort of shelter there.

(d) Oliver thought of flight when he recognized the place because (i) that was a den of anti-social elements (ii) that was a haunted house (iii) that was the house where a burglary had been attempted unsuccessfully and he was with the gang (of burglars).

(e) Oliver gave up the attempt because (i) it was destined to fail (ii) the inmates of the house had apprehended him (iii) he was quite unable to run away and so he decided to resign to his fate.

Answers :

(a) Oliver staggered on because *he was very weak.*

(b) The rain roused him because *it broke the stupor he was in.*

(c) Oliver advanced towards the house which stood at some distance because *he expected hopefully that he might get some sort of shelter there.*

(d) Oliver thought of flight when he recognized the house because *that was the house where a burglary had been attempted unsuccessfully and he was with the gang (of burglars).*

(e) Oliver gave up the attempt because *he was quite unable to run away and so he decided to resign to his fate.*

[B] (a) The word 'host' here means (i) the consecrated bread used in Encharist (ii) an animal on which parasites live (iii) a great number:

(b) The word 'bewildering' here means almost the same thing as (i) puzzling (ii) staggering (iii) confounding.

(c) The word 'disputing' here means (i) arguing (ii) quarreling (iii) discussing.

(d) The word 'plodding' here means (i) working steadily (ii) trudging (iii) scheming.

(e) The word 'tumult' here means (i) confusion (ii) uproar (iii) excitement.

Answers :

(a) The word 'host' here means 'a great number'.

(b) The word 'bewildering' here means almost the same thing as 'confounding'.

(c) The word 'disputing' here means 'quarreling'.

(d) The word 'plodding' here means 'trudging'.

(e) The word 'tumult' here means 'confusion'.

[C] Some of the statements here are true and some false. Identify them :

(a) The incidents detailed in the first paragraph are really visions of what happened on the previous night.

(b) Oliver staggered on with great difficulty because he

wanted to get near human beings either to die in their presence or to try to save himself with their help.

(c) As Oliver drew near the house, it appeared completely unfamiliar to him.

(d) Oliver was afraid that he might not escape recognition by the inmates of the house.

(e) He ran away in great fear.

Answers :

(a) True, (b) True, (c) False, (d) True, (e) False.

[To be answered in complete sentences.]

[D] Put the following statements in proper sequence :—

(a) Oliver advanced towards the entrance of the house which stood before him.

(b) It seemed to Oliver that he had been there before.

(c) Oliver thought of running away to escape being caught.

(d) Oliver had a series of visions of what happened on the previous night.

(e) He realized his condition and thought that it was better to die near human beings than in the lonely field.

Answers : (d), (e), (b), (c), (a).

[To be answered in complete sentences and arranged in proper sequence.]

[E] Answer the following questions briefly :—

(a) Do you think that the incidents referred to in the first paragraph of the passage actually happened or that they were merely instances of fanciful visions experienced by an imaginative boy ?

(b) Why did Oliver stagger on instead of walking briskly to safety ?

(c) What consideration weighed with Oliver when he decided to advance towards the house he caught sight of ?

(d) What feeling came over him when Oliver was near the house ?

(e) Why did Oliver change his decision to run away and entered the house ?

Answers :

(a) The incidents referred to in the first paragraph of the passage were not merely instances of fanciful visions experienced by an imaginative boy. They did actually happen in his life the night before when he had been in the company of the gang of burglars.

(b) Oliver was seriously wounded and was very weak as a result of the misadventure of the previous night. So he had to stagger on. It was beyond his power to walk briskly to safety.

(c) When Oliver saw a house in front of him, he staggered on towards it with great difficulty because he wanted to get near human beings either to die in their presence or to try to save himself with their help.

(d) As he approached the house, Oliver felt that he had been there before ; in fact, he recognized at once that it was the site of the attempted burglary which proved abortive.

(e) Oliver changed his decision to run away and entered the house because he had no other way out ; discretion is always the better part of valour but he was so weak as a result of the injury sustained by him in the previous night's misadventure that he was quite unable to run away. So he made up his mind to resign to his fate and entered the house to seek the help of the inmates to save his life.

Passage No. 18. Gaza stands upon the verge of the Desert. It was here that I made a contract with an agent who agreed to take me to Cairo within ten days—from the commencement of my journey.....For several miles beyond Gaza the land, freshened by the rains of the last week, was covered with rich verdure, and thickly jewelled with meadow flowers so bright and fragrant that I began to grow almost uneasy—to fancy that the very Desert was receding before me, and that the long desired adventure of passing its "burning sands" was to end in a mere ride across a field. But as I advanced, the true character of the country began

to display itself with sufficient clearness to dispel my apprehensions, and before the close of my first day's journey I had the gratification of finding that I was surrounded on all sides by a tract of real sand, and had nothing at all to complain of, except that there peeped forth at intervals a few isolated blades of grass, and many of those stunted shrubs which are the accustomed food of the camel.

Before sunset I came up with an encampment of Arabs (the encampment from which my camels had been brought), and my tent was pitched amongst theirs. I was now amongst the true Bedouins. Almost every man of this race closely resembles his brethren; almost every man has large and finely-framed features, but his face is so thoroughly stripped of flesh, and the white folds from his headgear fall down by his haggard cheeks so much in the burial fashion, that he looks quite sad and ghastly; his large dark orbs roll slowly and solemnly over the white of his deep-set eyes; his countenance shows painful thought and long suffering—the suffering of one fallen from a high estate. His gait is strangely majestic, and he marches along with his simple blanket, as though he were wearing the purple.

Read the foregoing passage carefully and answer the questions, that follow :

[A] (a) The author started his journey across the desert from Gaza because (i) it is a holy place (ii) it is the most advantageous point from which to cross the desert (iii) his agent had arranged the journey to start from there.

(b) The author's agent agreed to take him across the desert within (i) a week (ii) ten days (iii) a fortnight from the commencement of the journey.

(c) For several miles beyond Gaza the land was covered with rich verdure because (i) it was a characteristic feature of the land (ii) the rains of the preceding week helped this luxuriance (iii) it was a chance growth.

(d) The author began to grow uneasy because (i) he was apprehensive of a disappointment over his journey across the desert (ii) he was looking forward to a journey across a real desert but the land beyond Gaza was covered with luxuriant vegetation (iii) he apprehended some mishap on the way across the desert.

(e) But as the author advanced, his apprehensions were dispelled because (i) he was soon surrounded by sandy tracts of land (ii) his physical uneasiness disappeared (iii) he had reasons to believe that no mishap was likely to overtake him.

Answers : (a) The author started his journey across the desert from Gaza because *it is the most advantageous point from which to cross the desert.*

(b) The author's agent agreed to take him across the desert within *ten days* from the commencement of the journey.

(c) For several miles beyond Gaza the land was covered with rich verdure because *the rains of the preceding week had helped this luxuriance.*

(d) The author began to grow uneasy because *he was looking forward to a journey across a real desert but the land beyond Gaza was covered with luxuriant vegetation.*

(e) But as the author advanced, his apprehensions were dispelled because *he was soon surrounded by sandy tracts of land.*

[B] (a) Give the word opposite in meaning to the word 'commencement'.

(b) The word 'verdure' here means (i) green vegetation (ii) exotic (iii) moss.

(c) Give the word opposite in meaning to the word 'fragrant'.

(d) The word 'haggard' here means (i) looking tired and lined (ii) hollow-eyed (iii) gaunt.

(e) The word "purple" here means (i) colour combining red and blue (ii) colth of this colour (i.e. the combination red

and blue) especially as a symbol of royalty (iii) a stimulant drug.

Answers : (a) 'End/close/conclusion' is the word opposite in meaning to the word 'commencement'.

(b) The word 'verdure' here means 'green vegetation'.

(c) 'Odorous' is the word opposite in meaning to the word 'fragrant'.

(d) The word 'haggard' here means 'gaunt'.

(e) The word 'purple' here means cloth of this colour (i.e. the combination of red and blue) especially as a symbol of royalty.

[C] Some of the statements here are true and some false. Identify them.

(a) Gaza is at the centre of the desert.

(b) The author saw the desert with its burning sand right from the beginning of his journey.

(c) At one time it seemed to the author that the desert was receding from him.

(d) Soon the author was satisfied that he was among the "Burning sands".

(e) The Bedouins were a motley crowd.

Answers : (a) False, (b) False, (c) True, (d) True, (e) False.

[To be answered in complete sentences.]

[D] Arrange the following sentences in proper sequence :

(a) The author observed that for several miles beyond Gaza the land was freshened by the rains of the preceding week and was covered with rich verdure.

(b) Before sunset the author was among the true Bedouins.

(c) The author grew almost uneasy as the very desert he was interested in was receding before him.

(d) The author made a contract with an agent who agreed to take him across the desert from Gaza.

(e) As the journey advanced, the author's initial apprehensions were dispelled.

Answers: (d) (a) (c) (e) (b)

[To be answered in complete sentences and arranged in proper sequence]

[E] Answer the following questions briefly:

(a) What was the contract made by the author with an agent at Gaza?

(b) What was the cause of the author's uneasiness soon after the start of the journey?

(c) What dispelled the apprehensions of the author?

(d) When was the author among the Bedouins?

(e) What idea did the author form of the gait of a Bedouin?

Answers: (a) At Gaza, a spot on the verge of the desert, the author made a contract with an agent who undertook to take him across the desert within ten days from the commencement of his journey.

(b) For the first few miles of the journey it did not seem to the author that he was passing through a desert because the land traversed was covered with luxuriant vegetation. And yet he had come all the way from home for undertaking a journey across the desert. This was precisely the cause of his uneasiness.

(c) But as the author advanced in the course of his journey, he felt certain that he was among the "burning sands" of a desert. It was this that dispelled his initial apprehensions.

(d) The author was among the Bedouins before sunset of the first day's journey.

(e) It appeared to the author that the gait of a Bedouin was strangely majestic; in spite of his haggard looks he marched along with his simple blanket, as though he were wearing the purple.

Passage 19 : Calcutta Corporation is taking special steps to disinfect water supplied to the city from the Ganges. According to the state minister for environment and pollution, Mr Bhabani Mukherjee, river water has been found to be severely polluted of late mainly by effluents discharged from factories located on both sides of the river.

The administrator of the Corporation, Mr Arun Sen, told *The Telegraph* today that elaborate measures had already been taken to disinfect the water at Palta. Of the 165 million gallons of water that the city gets every day, as much as 140 million gallons come from the Ganges, the rest being supplied through big-diameter pumps or small-diameter tubewells.

Water drawn from the Ganges is not totally meant for drinking. Even then, as a precautionary measure, the Corporation has started disinfecting non-drinking water from the river at the Mallikghat and Watgunge pumping stations.

River water is routed to Palta for filtering, from where it is supplied to the city through the Talla pumping station. According to Mr Sen, special steps to disinfect water have been taken at distribution centres as well as Palta.

The Corporation has also set up a cell to monitor the quality of water consumed in the city and collection of samples from various points is already under way. Mr Sen said sanitary inspectors have been asked to take proper care at all levels of the examination.

He added, measures to prevent cholera, including inoculation, have been also started. To this end, citizens have been advised to mix camphor, salt or sugar in water before drinking.

Alarmed at the high level of water pollution in the city and its adjoining areas, the West Bengal Pollution Control Board has undertaken a five-point programme to fight

the menace. The scheme envisages opening of regional offices with facilities to test pollution levels and for improving infrastructural facilities at the Calcutta Central Water Laboratories. Various studies and surveys on matters relating to water pollution are also on the cards.

[The Telegraph 23. 4. 84]

Read the above passage carefully and answer the questions that follow :

[A] (a) River water has been found to be severely polluted of late mainly by (i) dumping of garbage into the river (ii) effluents discharged from factories located on both sides of the river (iii) throwing of human and animal carcasses into the river.

(b) The amount of water that the city gets everyday is (i) 165 million gallons (ii) 140 million gallons (iii) 230 million gallons.

(c) Filtered water from Palta is supplied to the city through (i) the Watgunge pumping station (ii) the Mallikghat pumping station (iii) the Talla pumping station.

(d) The corporation has set up a cell to (i) disinfect water drawn from the Ganges (ii) ensure regular supply of water to the city (iii) monitor the quality of water consumed in the city.

(e) Citizens have been advised to (i) boil water before drinking (ii) refrain from drinking water at all (iii) mix camphor, salt or sugar in water before drinking.

Answers : (a) River water has been found to be severely polluted of late mainly by *effluents discharged from factories located on both sides of the river.*

(b) The amount of water that the city gets everyday is *165 million gallons.*

(c) Filtered water from Palta is supplied to the city *through the Talla pumping station*

(d) The Corporation has set up a cell to *monitor the quality of water consumed in the city*

(e) Citizens have been advised to *mix camphor salt or sugar in water before drinking*.

[B] Fill up the blanks in the following sentences using one of the words/expressions listed below :

(a) Pollution of — is a serious problem that is engaging the attention of governments all over the world.

(b) Mr B. Sarma has been appointed — of the Cantonment Board.

(c) Elaborate — — have been taken by the police to maintain peace on the *Muharram Day*.

(d) — arrangements of the city must be vastly improved to — outbreak of epidemics.

(e) I haven't heard from him — —.

[List of words/expressions ; of late ; sanitary ; environment ; precautionary measures ; administrator ; prevent.]

Answers : (a) environment (b) administrator (c) precautionary measures (d) Sanitary, prevent (e) of late.

[To be answered in complete sentences]

[C] Some of the statements here are true and some false. Identify them :

(a) Mr Bhabani Mukherjee is the minister for environment and pollution.

(b) The administrator of the Corporation, Mr Arun Sen, told *The Telegraph* today that elaborate measures had already been taken to disinfect the water at Talla.

(c) The city gets 140 million gallons of water from the Ganges.

(d) Citizens have been advised to boil water before drinking.

(e) The West Bengal Pollution Control Board has undertaken a five-point programme to educate the public on sanitation.

Answers : (a) True (b) False (c) True (d) False (e) False.

[To be answered in complete sentences]

[D] Arrange the following statements in their proper sequence :

- (a) Measures to prevent cholera, including inoculation, have also started.
- (b) The West Bengal Pollution Control Board has undertaken a five-point programme.
- (c) Elaborate measures had already been taken to disinfect the water at Palta.
- (d) Calcutta Corporation is taking special steps to disinfect water supplied to the city from the Ganges.
- (e) Various studies and surveys on matters relating to water pollution are also on the cards.

Answers : (d) ; (c) ; (a) ; (b) ; (e) ;

[To be answered in complete sentences and arranged in proper sequence].

[E] Answer the following questions briefly ;

- (a) Who is Mr Bhabani Mukherjee ? What did he say about the pollution of river water ?
- (b) What is the daily consumption of water by the city ? What are the sources of water supplied to the city ?
- (c) What did the Corporation do at the Mallikghat and Watgunge pumping stations ?
- (d) How is filtered water from Palta supplied to the city ?
- (e) Why did the West Bengal Pollution Control Board undertake a five-point programme ?

Answers : (a) Mr Bhabani Mukherjee is the minister for environment and pollution. He said that river water had been found to be severely polluted of late mainly by effluents discharged from factories located on both sides of the river.

(b) The daily consumption of water by the city is 165 million gallons. The city received 140 million gallons from the Ganges, the rest being supplied through big-diameter pumps or small-diameter tubewells.

(c) As a precautionary measure, the Corporation started disinfecting non-drinking water from the river at the Mallikghat and Watgunge pumping stations.

(d) Filtered water from Palta is supplied to the city through the Talla pumping station.

(e) The West Bengal Pollution Control Board was alarmed at the high level of water pollution in the city and its adjoining area. The Board has, therefore, undertaken a five-point programme to fight the menace.

Passage No. 20 : In passing the Desert you will find your Arabs wanting to start and to rest at all sorts of odd times ; they like, for instance, to be off at one in the morning, and to rest during the whole of the afternoon. You must not give way to their wishes in this respect. I tried their plan once, and found it very harassing and unwholesome. An ordinary tent can give you very little protection against heat, for the fire strikes fiercely through single canvas and you soon find that whilst you lie crouching and striving to hide yourself from the blazing face of the sun, his power is harder to bear than it is where you boldly defy him from the airy heights of your camel.

It had been arranged with my Arabs that they were to bring with them all the food which they would want for themselves during the passage of the Desert, but as we rested at the end of the first day's journey by the side of an Arab encampment, my camel-men found all that they required for the night in the tents of their own brethren. On the evening of the second day, however, just before we encamped for the night, my four Arabs came to Dthemetri and formally announced that they had not brought with them one atom of food and that they looked entirely to my supplies for their daily bread.

This was awkward intelligence. We were now just

two days deep in the Desert, and I had brought with me no more bread than might be reasonably required for myself and my European attendants. I believed at the moment that the men had really mistaken the terms of the arrangement, and feeling that the need of being put upon half rations would be a less evil than the starvation of my Arabs, I at once told Dthemetri to assure them that my bread should be equally shared with all. Dthementri, however, did not approve of this concession; he assured me quite positively that the Arabs thoroughly understood the agreement and that if they were now without food, they had wilfully brought themselves into this strait for the wretched purpose of bettering their bargain by the value of a few paras worth of bread.

Read the foregoing passage carefully and answer the questions that follow :—

[A] (a) One must not follow the Arab practice to start and to rest at all sorts of odd times while travelling across a desert because (i) it is harassing and unwholesome (ii) it is unhealthy (iii) it is an impossible task.

(b) The agreement made by the author with the Arabs was that during the journey (i) they would get both money and food from the author (ii) they would get only money and no food from him (iii) they would have to arrange for their own food.

(c) On the evening of the second day's journey the Arabs came to demand food of the author because (i) the agreement had a stipulation about this (ii) they had no food with them (iii) they wanted to better their bargain.

(d) The author almost agreed to share food with the Arabs because (i) he thought at first that they had really mistaken the terms of the arrangement (ii) they had

actually no food with them (iii) they were very poor people who had to be treated with sympathy.

(e) Dthemetri, the author's servant did not approve of the arrangement because (i) he knew it perfectly well that the Arabs thoroughly understood the agreement (ii) they had, in fact, food with them (iii) they were merely trying to better their bargain.

Answers :

[A] (a) One must not follow the Arab practice to start and to rest at all sorts of odd times while travelling across a desert because *it is harassing and unwholesome*.

(b) The agreement made by the author with the Arabs was that *during the journey they would have to arrange for their own food*.

(c) On the evening of the second day's journey the Arabs came to demand food of the author because *they wanted to better their bargain*.

(d) The author almost agreed to share food with the Arabs because *he thought that they had actually no food with them*.

(e) Dthemetri, the author's servant, did not approve of the arrangement because *they were merely trying to better their bargain*.

[B] The word 'unwholesome' here means (i) unhealthy (ii) fragmentary (iii) morbid.

(b) The word 'fiercely' here means (i) angrily (ii) passionately (iii) intensely.

(c) The word 'crouching' here means (i) cringing (ii) stooping low with limbs drawn together (iii) lying close to the ground.

(d) The word 'awkward' here means (i) clumsy (ii) embarrassing (iii) inconvenient.

(e) The word 'intelligence' here means (i) mental alertness (ii) news/information (iii) ability to understand, reason and perceive.

Answers :—

- (a) The word 'unwholesome' here means 'unhealthy'.
- (b) The word 'fiercely' here means 'intensely'.
- (c) The word 'crouching' here means 'stooping low with limbs drawn together'.
- (d) The word 'awkward' here means 'embarrassing'.
- (e) The word 'intelligence' here means 'news/information'.

[C] Some statements here are false and some true
Identify them :

- (a) The author found the Arabs very systematic about beginning and ending the journey for the day while going across the desert.
- (b) Their (the Arabs') method seemed to the author to be very pleasing and wholesome.
- (c) The Arabs acted true to their agreement with the author.
- (d) The Arabs actually had no food with them.
- (e) The author had to share his food with the Arabs.

Answers :—(a) — False ; (b) — False ; (c) — False ;
(d) — False ; (e) — False ;

[To be answered in complete sentences]

[D] Arrange the following statements in proper sequence :

- (a) The author had a quarrel with the Arabs who accompanied him during his journey across the desert.
- (b) It seemed to him that the Arabs had mistaken the terms of their agreement with him.
- (c) He was, however, agreeable to share his food with the Arabs.
- (d) But Dthemetri his servant insisted that his master must not be allowed to be cheated.
- (e) The Arabs had agreed to bring their food with them but, strangely enough, they demanded food of the author in contravention of the agreement previously arrived at.

Answers : (a), (e), (b), (c), (d).

[To be answered in complete sentences and arranged in proper sequence]

[E] Answer the following questions briefly :

(a) Why does the author advise others not to follow the practice of the Arabs about the commencement of the journey across the desert ?

(b) What was the experience of the author about his experiment with the Arab practice ?

(c) What arrangement did the author make with the Arabs about their food ?

(d) What was "awkward intelligence" to the author ?

(e) How did the author try to tackle the situation at first ?

Answers :

(a) During a journey across the desert, the Arabs generally wanted to start at one in the morning and to rest during the whole afternoon. The author tried the plan once and found it very harassing and unwholesome. So he advises others intending to cross a desert not to follow the Arab practice in the matter.

(b) The author once tried the Arab plan but found it harassing and unwholesome. He felt that it was more difficult to bear the fire of the blazing sun through single canvas than from the airy heights of the camel.

(c) The author had arranged with the Arabs that they were to bring with them their food required during their passage across the desert.

(d) Contrary to the arrangement already agreed upon, the Arabs approached the author for food as they had no food with them. This was "awkward intelligence" to the author.

(e) Though there was no surplus food with him the author was at first agreeable to share his food with the

Arabs on humanitarian grounds. But Dthemetri his attendant assured him that it was all a subterfuge to better their bargain.

Passage No. 21. This suggestion made me look at the affair in a new light. I should have been glad enough to put up with the slight privation to which my concession would subject me, and could have borne to witness the semi-starvation of poor Dthemetri with a fine philosophical calm, but it seemed to me that the scheme, if scheme it were, had something of audacity in it, and was well enough calculated to try the extent of my softness. I knew the danger of allowing such a trial to result in a conclusion that I was one who might be easily managed; and therefore after thoroughly satisfying myself from Dthemetri's clear and repeated assertions that the Arabs had really understood the arrangement, I determined that they should not now violate it by taking advantage of my position in the midst of their big Desert. So I desired Dthemetri to tell them that they should touch no bread of mine. We stopped; and the tent was pitched; the Arabs came to me and prayed loudly for bread; I refused them.

"Then we die!"

"God's will be done!"

I gave the Arabs to understand that I regretted their perishing by hunger, but that I should bear this calmly, like any other misfortune not my own—that, in short, I was happily resigned to their fate. The men would have talked a great deal, but they were under the disadvantage of addressing me through a hostile interpreter. They looked hard upon my face, but they found no hope there, so at last they retired, as they pretended, to lay them down and die.

In about ten minutes from this time I found that the Arabs were busily cooking their bread! Their pretence of having brought no food was false, and was only invented for the purpose of saving it. They had a good bag of meal,

which they had contrived to stow away under the baggage upon one of the camels in such a way as to escape notice.

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) The author refused to give the Arabs bread because (i) he was under no obligation to give it as per agreement made with them (ii) he was a miserly person (iii) he was not overflowing with food.

(b) The author felt that the move by the Arabs was designed to (i) exact some concession from him (ii) try the extent of his softness (iii) start a quarrel with him.

(c) Dthemetri behaved as he did because (i) he had no illusion about the real motive of the Arabs (ii) he was a heartless man (iii) he did not like to have his master cheated.

(d) The Arabs would have argued with the author a great deal but did not because (i) they realized the futility of it all (ii) the author would not listen to their words (iii) they had to talk to him through a hostile interpreter.

(e) The Arabs retired at last because (i) the author told them to leave the place (ii) they realized that argument would not help them (iii) there was no hope for them.

Answers :

[A] (a) The author refused to give the Arabs bread because *he was under no obligation to give it as per agreement made with them.*

(b) The author felt that the move by the Arabs was designed to *try the extent of his softness.*

(c) Dthemetri behaved as he did because *he did not like to have his master cheated.*

(d) The Arabs would have argued with the author a great deal but did not because *they had to talk to him through a hostile interpreter.*

(e) The Arabs retired at last because *there was no hope for them.*

[B] (a) The expression "to put up with" here means (i) to tolerate (ii) to accommodate with (iii) to bear patiently.

(b) The word 'privation' here means (i) the habit of living privately (ii) deprivation (iii) lack of the necessities of life.

(c) The word 'scheme' here means (i) plan or design for work (ii) arrangement (iii) secret and dishonest plan.

(d) The word opposite in meaning to 'audacity' is (i) timidity (ii) gentleness (ii) civility.

(e) The word 'contrived' here means (i) brought about cleverly (ii) invented (iii) managed to keep away.

Answers :

(a) The expression 'to put up with' here means '*to bear patiently.*'

(b) The word 'privation' here means '*lack of the necessities of life.*'

(c) The word 'scheme' here means '*secret and dishonest plan.*'

(d) The word opposite in meaning to 'audacity' is '*timidity.*'

(e) The word 'contrived' here means '*managed to keep away.*'

[C] Some of the statements here are true and some false. Identify them :

(a) The suggestion of Dthemetri made the author stick to his decision.

(b) The author was never willing to bear any hardship for the sake of the Arabs.

(c) Dthemetri's assertions proved right at last.

(d) The author told the Arabs that he was happily resigned to their fate.

(e) The Arabs had brought food enough to pull them through during the journey.

Answers :—

(a)—False (b)—False (c)—True (d)—True (e)—True.

(to be answered in complete sentences and marked True or False.

[D] Arrange the following statements in proper sequence :

(a) The Arabs had adequate food with them put away deliberately.

(b) It was soon discovered that the Arabs' pretence of having brought no food with them was false and was invented only for the purpose of saving it.

(c) The author refused to give the Arabs any food as he was under no obligation to do so.

(d) The Arabs were found busy cooking their food.

(e) Dthemetri repeatedly asserted the Arabs were lying about their having no food with them.

Answers : (e), (c), (b), (a), (d).

[To be answered in complete sentences and then arranged in proper sequence.]

[E] Answer the following questions briefly.

(a) The author was initially willing to help the Arabs but then changed his mind. Why did he do this ?

(b) What was the import of Dthemetri's assertions ?

(c) What did the author desire Dthemetri to tell the Arabs ?

(d) What was the author's reply to the entreaties of the Arabs for food ?

(e) How did the author conclude that the Arabs really had food with them ?

Answers :

(a) When the Arabs declared that they had no food with them and that they entirely depended on him for it, the author was upset but then decided to share his food

with them though that would mean semi-starvation for him and his attendant. But when Dthemetri impressed on him that they (the Arabs) thoroughly understood the agreement and yet they were asking for food in order to better their bargain, the author changed his mind because that would mean submission to their sinister design.

(b) Dthemetri, the author's attendant could easily see through the game the Arabs were trying to play. So he asserted that they perfectly understood the terms of the agreement and that they were after bettering their bargain with his master. So the import of Dthemetri's assertion, was that the Arabs were a band of cheat.

(c) When the author had a clear view of the situation he desired Dthemetri to tell the Arabs they would not get any food from him.

(d) In reply to the entreaties of the Arabs for food the author refused them saying that if they died, God's will would be done.

(e) When the Arabs realized that they had no hope of getting food from the author they left the place in despair; they even pretended to lay them down and die. But soon they were found busy cooking their food. So the author concluded (and he had every reason to do so) that the Arabs had food with them all the time.

Passage No. 22 As long as you are journeying in the interior of the Desert you have no particular point to make for as your resting-place. The endless sands yield nothing but small stunted shrubs for the first two or three days, and from that time you pass over broad plains and newly reared hills and the valleys are sand and only sand. The earth is so samely that your eyes turn towards heaven, I mean in the sense of sky.

You look to the sun for he is your taskmaster, and by him you know the measure of the work you have done. He comes when you strike your tent in the early

morning and then for the first hour of the day, as you move forward on your camel, he stands at your near side, and makes you know that the whole day's toil is before you; then for a while, and for a long while, you see him no more, for you are veiled and shrouded, and dare not look upon the greatness of his glory, but you know where he strides overhead by the touch of his flaming sword. No words are spoken, but your Arabs moan, your camels sigh, your skin glows, your shoulders ache, and for sights you see the pattern and the web of the silk that veils your eyes and the glare of the outer light.

Time marches on, and by and by the descending sun has compassed the heaven, and now softly touches your right arm, and throws your lank shadow over the sand right along on the way to Persia. Then again you look upon his face, for his power is all veiled in his beauty, and the redness of flames has become the redness of roses; the fair, wavy cloud that fled in the morning now comes to his sight once more.

Read the foregoing passage carefully and answer the questions that follow :—

[A] (a) While crossing a desert, a traveller has no point to make for as his resting place because (i) there is hardly any particular point which can serve his purpose (ii) the resting-places that are available are overcrowded (iii) there is no resting place which will suit him so far as the availability of amenities are concerned.

(b) For a traveller across a desert, the sun is his task-master because (i) it is by him that he knows the measure of the work done by him (ii) it is he who imposes the task to be performed by the traveller (iii) he oversees the work done by him (i.e. the traveller).

(c) The sun comes when the traveller (i) strikes the tent (ii) is still lying asleep (iii) has resumed his journey.

(d) The traveller knows that the whole day's work is before him when the sun (i) is overhead (ii) has descended (iii) is at his nearside.

(e) The traveller is silent though his shoulder aches, his skin glows his Arabs moan and his camels sigh, when the sun (i) starts on his journey across the sky (ii) is overhead (iii) has set.

Answers :

[A] (a) While crossing a desert, a traveller has no point to make for as his resting-place because *there is hardly any particular point which can serve his purpose.*

(b) For a traveller across a desert, the sun is his task-master because *it is by him that he knows the measure of the work done by him.*

(c) The sun comes when the traveller strikes his tent.

(d) The traveller knows that the whole day's work is before him when the sun *is at his nearside.*

(e) The traveller is silent though his shoulder aches, his skin glows, his Arabs moan and his camels sigh when *the sun is overhead.*

[B] (a) The word 'stunted' here means (i) dried up (ii) emaciated (iii) cramped in growth.

(b) The word 'reared' here means (i) placed behind (ii) brought up (iii) risen steeply.

(c) The word 'moan' here means (i) move (ii) utter a low sound of pain or grief, (iii) grumble.

(d) Give the word opposite in meaning to the word 'descending'.

(e) The word 'compassed' here means (i) went round (ii) hemmed in (iii) grasped with the mind.

Answers :

[B] (a) The word 'stunted' here means *cramped in growth.*

(b) The word 'reared' here means *'risen steeply'.*

(c) The word moan here means *'utter a low sound of pain or grief'.*

(d) 'Ascending' is the word opposite in meaning to the word 'descending'.

(e) The word 'compassed' here means 'went round'.

[C] Some of the statements here are true and some are false. Identify them :

(a) There is luxuriant vegetation all along the desert.

(b) The earth is not of the same character in every part of the desert.

(c) The sky provides the variety or makes some difference to a traveller across a desert.

(d) Each day's journey across the desert starts at dusk.

(e) The journey across a desert is pleasant.

Answers :

(a) False (b) True (c) True (d) False (e) False.

[to be answered in complete sentences and marked True or False.]

[D] Arrange the statements given below in proper sequence :

(a) The redness of the flames of sun returned again.

(b) The sun goes to the right of the traveller as it descends.

(c) The long shadows of the traveller and his companions are seen over the sand.

(d) The travellers across a desert strike their tents when the sun rises.

(e) The travellers see no more of the sun for a long while.

Answers : (d), (e), (b), (c), (a).

[To be answered in complete sentences and then arranged in proper sequence.]

[E] Answer the following questions briefly :

(a) Why does the author make the following remark ?
"As long as you are journeying in the interior of the Desert

you have no particular point to make for as your resting-place."

(b) What does the author mean when he says "You look to the sun for he is your taskmaster."

(c) ".....then for a while and for a long while, you see him no more."—Why?

(d) What happens to the traveller and his company when the sun shines in his glory at noon?

(e) When is the sun's power all veiled in his beauty? Describe this beauty after the author.

Answers :

(a) In the course of his journey a traveller looks for resting-places on the way-side or at least trees for the shade they provide. But a journey across a desert is an altogether different affair. A desert is full of sandy tracts of land without any vegetation whatsoever except, of course, for a few small stunted shrubs here and there which promise no hope for a resting-place. So the author makes this remark.

(b) A traveller across a desert has to depend on the light of the sun for his journey for he cannot cross it in the darkness of the night. So every traveller tries to cover as much of the desert as he can as long as the sun shines. He can also assess the measure of his work during a particular day with the help of the sun for the journey starts at dawn and ends for the day at dusk. This is what urges the author to make this remark.

(c) When the sun is overhead it is very difficult to look at it for it dazzles our eyes. It is more so to a traveller who is on his way across a desert. The rays of the sun are so fierce that he is compelled to veil and shroud himself and refrain from looking at the sun in his mid-day glory. So for a while and for a long while, a traveller does not or rather cannot see the sun.

(d) When the sun shines in his glory at noon, it is a very difficult time for a traveller journeying across a desert. The heat coming out of the sands and the fierce rays of the sun make things unbearable for him. Then nobody speaks a word, the Arabs moan, the camels sigh, the skin glows and shoulders ache and vision becomes hazy.

(e) The power of the sun is all veiled in beauty when the dusk approaches. The fierceness of the rays of the sun wanes and its rays become reddish ; they assume the redness of roses, so to speak. And the fair wavy cloud that fled in the morning once more comes back in the view of the traveller and all others who care to look at it.

Passage 23. The crisis was desperate. The fieldsmen drew nearer and nearer to the batsmen, excepting the youth in the blue jumper. Livingstone balanced himself on his toes. Mr. Shakespeare Pollock hopped about almost on top of the batsmen, and breathed excitedly and audibly. Even the imperturbable Mr. Southcott discarded the piece of grass which he had been chewing so steadily. Mr. Hodge took himself off and put on the Major, who had by how somewhat lived down the quart and a half.

The batsmen crouched down upon their boots and defended stubbornly. A snick through the slips brought a single. A ball which eluded the publishers' gigantic pads brought a bye. A desperate sweep at a straight half-volley sent the ball off the edge of the bat over third-man's head and in normal circumstances would have certainly scored one, and possibly two. But Mr. Harcourt was on guard at third-man, and the batsmen, by nature cautious men, one being old and the Sexton, the other the postman and therefore a Government official, were taking no risks. Then came another single off a mis-hit, and then an interminable period in which no wicket fell and no run was scored. It was broken at last disastrously for the postman struck

the ball sharply at Mr. Pollock, and Mr. Pollock picked it up and in an ecstasy of zeal flung it madly at the wicket. Two overthrows resulted.

The scores were level and there were two wickets to fall. Silence fell. The gaffers, victims simultaneously of excitement and senility, could hardly raise their pint pots—for it was past six o' clock, and the front door of the three Horseshoes was now as wide open officially as the back door had been unofficially all afternoon.

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) The crisis became desperate because (i) the batting side was on the verge of collapse (ii) the fielding side was tightening up its grip over the match (iii) the tide might turn against either team.

(b) The fieldsmen drew nearer and nearer to the batsmen because (i) they wanted to prevent runs being taken (ii) they wanted to get them out before they reached the target (iii) they wanted a coformation.

(c) Even the imperturbable Mr. Southcott discarded the piece of grass which he had been chewing so steadily because (i) he was overwrought with excitement (ii) he was not interested in chewing it any longer (iii) he wanted to concentrate himself on the game.

(d) The batsmen crouched down upon their bats and defended stubbornly because they wanted to (i) avoid defeat (ii) win (iii) stay on.

(e) The scores were level and there were two wickets to fall. Silence fell because (i) the situation was tense (ii) any noise might disturb the concentration of the batsmen (iii) there is usually a lull before the storm.

Answers :

(a) The crisis became desperate because *the tide might turn against either team.*

(b) The fieldsmen drew nearer and nearer to the batsmen because *they wanted to prevent runs being taken*.

(c) Even the imperturbable Mr. Southcott discarded the piece of grass which, he had been chewing so steadily because *he was overwrought with excitement*.

(d) The batsmen crouched down upon their bats and defended stubbornly because *they wanted to stay on*.

(e) The scores were level and there were two wickets to fall. Silence fell because *the situation was tense*.

[B] (a) The word 'crisis' here means (i) decisive moment (ii) turning-point (iii) moment of acute danger or difficulty.

(b) The word 'desperate' here means (i) violent (ii) extremely serious (iii) giving little hope of success.

(c) The word 'imperturbable' here means (i) calm (ii) nonchalant (iii) not capable of being excited.

(d) Give the antonym of the word 'cautious'.

(e) The word 'interminable' here means (i) unending (ii) apparently endless (iii) tedious because too long.

Answers :—

[B] (a) The word 'crisis' here means 'turning-point'.

(b) The word 'desperate' here means 'extremely serious'.

(c) The word 'imperturbable' here means 'not capable of being excited'.

(d) The word 'incautious' is the antonym of the word 'cautious'.

(e) The word 'interminable' here means 'tedious because too long'.

[C] Some of the statements here are true and some false. Identify them :

(a) The word crisis was now over.

(b) The fieldsmen spread out all over the field.

(c) Mr. Shakespeare Pollock breathed excitedly and audibly.

(d) The Major took himself off and put on Mr. Hodge.

(e) The Saffers sat unexcited beyond the fence.

Answers : (a)—False, (b)—False, (c)—True, (d)—False, (e)—True.

[D] Arrange the following statements in proper sequence :—

(a) The gaffers were so excited that they could hardly raise their pint pots.

(b) The situation became tense when the scores were level and there were two wickets to fall.

(c) Two overthrows resulted from the indiscretion of Mr. Pollock.

(d) The batsmen added two runs and then there was an interminable period of silence in which no wicket fell and no run was scored.

(e) The crisis became desperate.

Answers : (e), (d), (c), (b), (a)

[to be answered in complete sentences and then arranged in correct sequence]

[E] Answer the following questions in your own words :

(a) What was the crisis hinted at here ? Why was it desperate ?

(b) How did the fielding side try to get over the crisis ?

(c) How did the batsmen try to meet the challenge ?

(d) How did the 'interminable period' referred to in paragraph two of the passage end ?

(e) What was the condition of the players and the spectators when the scores were level and there were two wickets to fall ?

Answers :

(a) Only five runs were needed for a win and there were two wickets to fall. This was the crisis hinted at by the author. The two batsmen at the crease managed four runs somehow to make the scores level. So the crisis was now desperate for either side.

(b) The fielding side tried to get over the crisis by its alertness. The fielders grew more cautious so that their rivals might not win. So they drew nearer and nearer to the batsmen and tried to prevent runs being taken.

(c) The two batsmen at the crease tried to meet the challenge by defending stubbornly and trying to level the scores. This they were able to do with the help of four chance runs.

(d) In the course of the play there was a period which seemed interminable when no wickets fell and no run was scored. This spell was, however, broken disastrously by the indiscretion of Mr. Pollock, a fieldsman, and two overthrows resulted.

(e) When the scores were level and there were only two wickets to fall, the situation became tense for the players and the spectators alike. There was complete silence all around and even the gaffers forgot to raise their beer pots as a result of excitement and senility.

Passage 24. In the old days news travelled very slowly, about as fast as a horse could gallop. There were quicker ways of sending messages: for example the Romans built signal stations along the East Coast of Britain, so that they could send signals by smoke and fire if the barbarians approached the coast in their ships. The same plan was used over a thousand years or later, when Philip of Spain's Armada was expected; and again when Napoleon had designs on England. But this was making signals, rather than sending news.

As man became busier and time more precious, some method of sending messages quickly had to be discovered. The semaphore was invented, and towers with movable arms were erected across the country, just within sight of each other, so that messages could be passed on from station to station. This was the first telegraph, the quickest way of sending messages, before the coming of electricity. Most news was sent by post. That is relays of

horses were provided along the route, and a coach or a post-boy carried the news and the mail, picking up fresh horses when the old ones were tired.

Another method of sending news was by pigeon. The carrier pigeon, like the cat, is extremely attached to its home, and if a traveller wanted to send a message back to his starting point, he fixed it to a pigeon which he had taken with him. The bird, once set free, flew straight back to its loft and the message could then be taken from its leg.

The invention of the electric telegraph and the Morse Code, and later of wireless, speeded up the sending of news. But before this could be sent it had to be collected. Paul Julius Reuter did more than any other man to organize the collection and distribution of news.

Read the following passage carefully and answer the questions that follow :

[A] (a) In ancient times news travelled as fast as (i) sound (ii) light (iii) the fastest pace of a horse at one stride.

(b) The Romans built signal stations along the East coast of Britain to (i) send signals by smoke and fire in case of the barbarians approaching the coast in their ships (ii) warn the subjugated peoples against any uprising against their rule (iii) practise some Roman ritual.

(c) The invention of the semaphore expedited the sending of messages because (i) it could send news direct and at the quickest possible time (ii) it could work like the modern teleprinter (iii) there was arrangement for tower to tower transmission of news under the system.

(d) Most news was sent by post (i) thorough Post offices (ii) by runners (iii) with the help of horses in the relay system.

(e) What speeded up the sending of news was (i) the invention of the semaphore (ii) carrier pigeons (iii) the

electric telegraph, the Morse Code, wireless and alsove all, the organizing capacity of Paul Julius Reuter.

Answers : (a) In ancient times news travelled as fast as *the fastest pace of a horse at one stride*.

(b) The Romans built signal stations along the East Coast of Britain to *send signals by smoke and fire in case of the barbarians approaching the coast in their ships*.

(c) The invention of the Semaphore expedited the sending of messages because, *there was arrangement for tower to tower transmission of news under the system*.

(d) Most news was sent by post *with the help of horses in the relay system*.

(e) What speeded up the sending of news was *the electric telegraph, the Morse Code, wireless and above all, the organizing capacity of Paul Julius Reuter*.

[B] (a) 'Gallop' is a word which means (i) a certain type of dance (ii) stiffness of pace (iii) the swiftest pace of a horse at one stride.

(b) The word 'barbarians' here means (i) Philistines (ii) Savage or uncivilised people (iii) non-Romans.

(c) The word 'design, here means (i) plan (ii) pattern as in an ornament (iii) evil or sinister intention.

(d) The word 'semaphore' here means (i) tower (ii) signalling apparatus consisting of arms or flags worked by lever (iii) mechanical device with red and green lights used for signalling on railways.

(e) The Morse Code is used to send messages and it belongs to the (i) primitive (ii) medieval (iii) modern age.

Answers : (a) 'Gallop' is a word which means the swiftest pace of a horse at one stride.

(b) The word "barbarians" here means 'Savage or uncivilized people.

(c) The word 'design' here means evil or sinister intention.

(d) The word 'semaphore' here means 'signalling apparatus consisting of arms or flags worked by lever'.

(e) The Morse Code is used to send messages and it belongs to the modern age.

[C] Some of the statements here are true and some false. Identify them :

(a) In olden times news travelled as it does at present.

(b) The Romans built signal stations along the East Coast of Britain to help the Romans coming to enter Britain.

(c) The system of sending news with the help of Pigeons belongs to the twentieth century.

(d) The use of runners for despatching news prevails this day all over the world.

(e) The system of sending news by horses by a relay system is no longer in vogue.

Answers : (a)—False, (b)—False, (c)—False, (d)—False, (e)—True.

[To be answered in complete sentences and marked True or False as the case may be]

[D] Arrange the following sentences in correct sequence :—

(a) In the old days news travelled very slowly but arrangements were made to send messages more quickly by means of signals of various kinds.

(b) The Semaphore was invented and made use of for passing messages from station to station.

(c) The invention of the electric telegraph, the Morse Code and later of wireless expedited the sending of news.

(d) The carrier pigeons also served the purpose.

(e) News was sent by post and relays of horses were provided along the route for the purpose.

Answers : (a), (b), (c), (d), (e).

[To be answered in complete sentences and then arranged in correct sequence.]

[E] Answer the following question in your own words :

(a) How were messages transmitted along the English Coast when the Spanish Armada was expected or when Napoleon had designs on England ?

(b) To what use was the invention of the Semaphore put ?

(c) Why was the Semaphore called the first telegraph ?

(d) What was the earliest system of sending news by post ?

(e) Which inventions speeded up the sending of news ?

Answers :

(a) The signal stations built by the Romans along the East Coast of Britain were used for sending messages by smoke and fire when the Spanish Armada was expected or when Napoleon had designs on England.

(b) The invention of the Semaphore made it possible to pass on messages from station to station with the help of a special code in which each letter of the alphabet was represented by a particular position of flags or signal arms visible from the tops of towers built for the purpose.

(c) The Semaphore, the quickest way of sending messages before the coming of electricity was called the first telegraph because the same method was employed in both the cases.

(d) The earliest system of sending news by post was by horse. Relays of horses were provided along the route and a coach or a post-boy carried the news and the mail, picking up fresh horses when the old ones were tired.

(e) The inventions that speeded up the sending of news were the electric telegraph, the Morse Code and wireless.

Passage 25. My beautiful new watch had run eighteen months without losing or gaining, and without breaking any part of its machinery or stopping. I had come to believe it infallible in its judgements about the time of day, and to consider its constitution and its anatomy imperishable.

But at last, one night, I let it run down. I grieved about it as if it were a recognised messenger and forerunner of calamity. But by and by I cheered up, set the watch by guess, and commanded my bodings and superstitions to depart.

Next day I stepped into the chief jeweller's to set it by the exact time, and the head of the establishment took it out of my hand and proceeded to set it for me. Then he said, "She is four minutes slow—regulator wants pushing up." I tried to stop him—tried to make him understand that the watch kept perfect time. But no; all this human cabbage could see was that the watch was four minutes slow, and the regulator must be pushed up a little; and so, while I danced around him in anguish, and implored him to let the watch alone, he calmly and cruelly did the shameful deed. My watch began to gain. It gained faster and faster day by day. Within a week it sickened to a raging fever, and its pulse went up to a hundred and fifty in the shade. At the end of two months it had left all the timepieces of the town far in the rear and was a fraction over thirteen days ahead of the almanac. It was away into November enjoying the snow, while the October leaves were still turning. It hurried up house rent, bills payable, and such things in such a ruinous way that I could not abide it. I took it to the watchmaker to be regulated. He asked me if I had ever had it repaired. I said no, it had never needed any repairing. He looked a look of vicious happiness and eagerly pried the watch open, and then put a small dice-box into his eye and peered into its machinery. He said it wanted cleaning and oiling, besides regulating and asked me to come in a week. After being cleaned and oiled, and regulated, my watch slowed down to that degree that it ticked all appointments. I go to, missing my dinner. I gradually drifted back into yesterday, then the day before, then into last week and by and by the comprehension came

upon me that all solitary and alone I was lingering alone in week before last, and the world was out of sight.

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) The author regarded his new watch infallible because (i) it never fell from his hand (ii) it never failed him (iii) it always kept exact time.

(b) One night when the author by chance let his watch run down, he grieved about it because (i) it broke (ii) it stopped ticking (iii) it made him apprehensive of coming difficulties.

(c) Next day ; the author went to a Jeweller's (i) to check it (ii) to dispose it of (iii) to set it by the exact time.

(d) The author was told then that his watch needed (i) oiling (ii) repairing (iii) adjustment of the regulator.

(e) Since then the watch (i) kept exact time (ii) was behind time (iii) was before time.

Answer : (a) The author regarded his new watch infallible because *it always kept exact time.*

(b) One night when the author, by chance, let his watch run down he grieved about it because *it made him apprehensive of coming difficulties.*

(c) Next day the author went to a Jeweller's *to set it by the exact time.*

(d) The author was told then that his watch needed *adjustment of the regulator.*

(e) Since then the watch *was before time.*

[B] Complete the following sentences with appropriate words from the passage.

(a) I had a — that something evil was going to happen.

(b) Knowledge grows and science progresses but — linger on.

(c) The expression its constitution and anatomy here means its “—”.

(d) My father requested the astrologer to prepare my horoscope after consulting a dependable —.

(e) The expression 'human cabbage' here means (i) a stupid person (ii) a human being considered as cabbage (iii) a human head shaped like cabbage.

Answers :

(a) boding (b) superstition (c) machinery (d) almanac
(e) a stupid person.

[to be answered in complete sentences.]

[C] Some of the statements here are true and some false. Identify them :

(a) The author's watch started keeping perfect time after it had a fall.

(b) The author was full of apprehension about the conduct of his watch before he took it to a Jeweller's.

(c) It was with the author's consent that the regulator of his watch was pushed up a little.

(d) The author's watch started running faster than any other timepiece of the town.

(e) A watch maker cleaned, regulated and oiled it to help it to keep exact time and it did.

Answers :

(a) False (b) True (c) False (d) True (e) False.

[D] Arrange the following statements in correct sequence :--

(a) 'The author's new watch used to keep perfect time before it had a fall.

(b) The author once took his new watch to a Jeweller's to set it by the exact time.

(c) The regulator of the watch was pushed up a little to help it keep perfect time in spite of the author's objections.

(d) A watch-maker took it to clean, oil and regulate it but returned it in a worse condition.

(e) The watch started getting faster and the process continued.

Answers : (a), (b), (c), (e), (d)

[To be answered in complete sentences and then arranged in correct sequence.]

[E] (a) What were the first reactions of the author when his new watch ran down one night ?

(b) Why did the author go to the Jeweller's ?

(c) What followed the adjustment of the regulator at the Jeweller's ?

(d) What did the watch-maker prescribe for the author's watch ?

(e) What improvement resulted from cleaning, oiling and regulating the watch ?

Answers :

(a) When the author's new watch ran down, he felt much distressed and was apprehensive of some misfortune in near future.

(b) The author went to the Jeweller's in order to set his watch by the exact time.

(c) The result of the adjustment of the regulator at the Jeweller's was that it gained faster and faster day by day and was about thirteen days ahead of the almanac at the end of two months.

(d) When the watch was taken to the watch-maker, he prescribed that it needed cleaning, oiling and regulating.

(e) No improvement resulted from cleaning, oiling and regulating the watch because it lost faster and faster till it was about a fortnight behind the almanac.

Passage 26. One winter morning when Father left the Riding Club on horseback and rode through East Fifty-eighth Street, his horse fell with him. Not only did the stupid animal fall but he landed on Father's foot.

Father pulled his foot out from under, got the horse up, and went on to the Park for his ride. But he found later

that one of his toes had been bent and that he couldn't straighten it out.

This was not only an inconvenience to Father, it was a surprise. He knew other men got smashed up in accidents, but he had assumed that that was because they were brittle. He wasn't. He was constructed in such a manner, he had supposed, that he couldn't be damaged. He still believed that this was the case. Yet one of his toes had got bent.

That toe never did straighten out and Father talked of it often. He felt that he had had a strange experience, one that was against Nature's laws, and he expected those who listened to his story to be deeply concerned and impressed. It they weren't he repeated it.

We heard it at home hundreds of times, one year after another. 'That's enough about your toe,' Mother would cry. 'Nobody cares about your toe, you know, Clare!'

But father said that of course people did. He told all his friends at the club. 'You know what happened to me? Why, one morning when the pavement was icy, that bay cob that Sam Babcock sold me fell on my toe—and he bent it! It's getting a corn on it now. Here. On top. My shoemaker says he can't fix it. There's nobody as stupid as a shoemaker, except that bay cob.'

From this time on, although he still was contemptuous of diseases, Father began to dislike to hear any accounts of other men's accidents. They seemed to him portents of what might happen, even to him.

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) The journey back from the Riding Club brought misfortune for the author's father because (i) he had been beaten up on the way (ii) he fell from his horse and broke his toe (iii) his horse fell on his foot and bent his toe.

(b) The author's father was surprised because he did not believe that (i) he could be damaged like other people

(ii) the horse could fall on him (iii) his bent toe could not be straightened up again.

(c) He (i.e. the author's father) often talked of this strange incident because (i) he felt it was against Nature's laws (ii) he did not apprehend that he would be a victim of an accident like this (iii) such things did not usually happen.

(d) His father was never tired of talking about this accident because he thought that (i) others were interested in it (ii) it pointed to the unpredictability of human life (iii) others should be cautioned against certain things.

(e) The author's father began to dislike to hear about any accident because (i) this reminded him of his own accident (ii) he was contemptuous of accidents which hurt his vanity (iii) this seemed to him portent of what might happen even to him.

Answers :

(a) The journey back from the Riding Club brought misfortune for the author's father because *his horse fell on his foot and bent his toe*.

(b) The author's father was surprised because he did not believe that *he could be damaged like other people*.

(c) He (i.e. the author's father) often talked of this strange incident because *he felt it was against Nature's laws*.

(d) His father was never tired of talking about this accident because he thought that *others were interested in it*.

(e) The author's father began to dislike to hear about any accident because *this seemed to him portent of what might happen even to him*.

[B] (a) Give the word opposite in meaning to the word 'inconvenience'.

(b) The expression 'smashed up' here means (i) broke violently into small pieces (ii) forced a way violently (ii) set up a far better record.

- (c) The word 'constructed' here means (i) built (ii) made by putting together (iii) drawn.
 (d) Give the antonym of the word 'concerned'.
 (e) The word 'corn' here means (i) grain (ii) a small area of hardened skin on the foot (iii) anything trite, old-fashioned or sentimental.

Answers :

- (a) The word opposite in meaning to the word 'inconvenience' is 'convenience'.
 (b) The expression 'smashed up' here means 'broke violently into small pieces'.
 (c) The word 'constructed' here means 'built'.
 (d) 'Unconcerned' is the antonym of the word 'concerned'.
 (e) The word 'corn' here means 'a small area of hardened skin of the foot'.

[C] Some of the statements here true and some false. Identify them :

- (a) The author's father fell from a horse and sustained an injury in his head.
 (b) He lay on the road in an unconscious state.
 (c) His father was not surprised at this as he apprehended that this might happen to him.
 (d) His father talked of his accident very often and he even seemed to relish it.
 (e) From then on his father disliked to hear anything about accidents even if they concerned other people.

Answers :

- (a) False (b) False (c) False (d) True (e) True.

[To be answered in complete sentences and then mark 'True' or 'False'.]

[D] Arrange the following statements in correct sequence :

- (a) The author's father was never tired of repeating the details of the accident which befell him.

(b) One of his toes got bent as a result of it never to straighten out again.

(c) His father was surprised because he could hardly believe that this could happen to him.

(d) From then on he did not like to hear any accounts of accidents, even if they related to other people.

(e) The accident which the author's father fell a prey to was caused by a horse.

Answers : (e), (b), (c), (a), (d)

[To be answered in complete sentences and then arranged in correct sequence.]

[E] Answer the following questions briefly :

(a) What happened to the author's father when he was coming back from the Riding club one winter morning ?

(b) What did he find when he got up ?

(c) What surprised the author's father ?

(d) What did the author's father talk of often ?

(e) Why did he dislike to hear any accounts of accidents even if they happened to other people ?

Answers : (a) When the author's father was coming back from the Riding club one winter morning his horse fell with him and landed on his foot.

(b) When the author's father got up, he found that one of his toes had been so bent that it could not be straightened out.

(c) The author's father had a firm belief that he was not subject to accidents. So when he got one of his toes bent, he was surprised.

(d) The author's father often talked of his bent toe which never straightened out.

(e) The author's father disliked to hear any accounts of accidents even if they befell other people because of his superstitious belief that they were portents what might happen even to him.

Passage 27. One day in the country, when he took the train at the Harrison station, he saw a pretty neighbour of ours, young Mrs. Wainwright, sitting in the car with her boy. He stopped to say how d'ye do, intending to sit and talk with her. But she said, as she greeted him, 'I'm taking my little son in to the dentist—he's had such a sad accident, Mr. Day. He's broken off two front teeth.'

The boy grinned, Father looked at the broken stumps, and his face got twisted and shocked. 'Oh, my God!' he said. 'Oh! Oh!' And he hurriedly left her, to sit in some other car. When he got home that evening, he complained about this occurrence, and blamed Mrs. Wainwright for showing him her family horrors.

'Your husband felt so badly about my little boy,' Mrs. Wainwright said next week to Mother. 'How sympathetic he is, Mrs. Day'.

A year or so later, Father had another of these situations to face. The doctors had to operate on one of my legs for adhesions. Worst of all, since for some reason I couldn't be moved at that time to a hospital, I was operated on at home.

They left me feeling comfortable enough, with my leg trussed up in plaster. But Mother was troubled and unhappy about it, and when Father came in and she ran to him to pour out her woes she disturbed him.

He couldn't get away from it this time. There was no next car to go to. He puckered his face up in misery. He chucked his coat and hat in the closet. He finally told Mother he was sorry for me but he wished she would let him be sorry in peace. The whole damn house was upset, he said, and he wanted his dinner.

When he had his dinner, he couldn't enjoy it. He could only half enjoy his cigar. He felt distressed but didn't wish to say so. He was cross to mother. He swore. Mother said he was heartless and went off to bed.

He felt badly to think that I might be suffering. But he didn't at all like to feel badly. He didn't know much about suffering, and the whole situation confused him. He walked up and down and said 'Damn!' He said he wished to God that people would take care of themselves the way he did, and be healthy and not bother him this way. Then he lit another cigar, sat down to read, and tried to forget all about it. But as his feelings wouldn't let him do that, he helplessly frowned at his book.

Read the foregoing passage carefully and answer the questions that follow :

(a) When the author's father saw Mrs. Wainwright at Harrison station, he intended to talk with her but hurriedly left her because (i) she was discourteous to him. (ii) his enthusiasm was not reciprocated by her (iii) the sight of the broken teeth of her son shocked him so much that he could no longer stay there.

(b) When he got home that evening he complained about this incident because (i) it was very shocking (ii) it had made him sick at heart (iii) such incidents portended misfortunes for him.

(c) The author's mother was troubled and unhappy about his leg which had been operated upon because (i) mothers are usually worried in such situations (ii) she had serious apprehensions about his leg (iii) she found her son restless with pain.

(d) His father puckered his face up because (i) he was annoyed (ii) he was angry (iii) he felt miserable.

(e) When his father had his dinner, he could not enjoy it because (i) he felt miserable about his son (ii) he had quarrel with his wife (iii) he was upset over the whole affairs.

Answers: (a) When the author's father saw Mrs. Wainwright at Harrison station he intended to talk with her but hurriedly left her because *the sight of the broken*

teeth of her son shocked him so much that he could no longer stay there.

(b) When he got home that evening he complained about this incident because such incidents portended misfortunes for him.

(c) The author's mother was troubled and unhappy about his leg which had been operated upon because mothers are usually worried in such situations.

(d) His father puckered his face up because he felt miserable.

(e) When his father had his dinner, he could but enjoy it because he was upset over the whole affair.

[B] (a) The word 'grinned' here means (i) smiled broadly (ii) expressed amusement (iii) treated with contempt.

(b) The expression 'trussed up' here means (i) bandaged (ii) supported with a truss (iii) pressed.

(c) Give the antonym of the word 'disturbed'.

(d) The expression 'puckered up' here means (i) wrinkled up (ii) annoyed (iii) drew together into small folds.

(e) The word 'chucked' here means (i) throw (ii) put up a wad of erdearment (iii) gave an affectionate pat.

Answers :

(a) The word 'grinned' have means 'smiled broadly.

(b) The expression 'trussed up' here means 'bandaged'.

(c) 'Quietened' is the antonym of the word 'disturbed'.

(d) The expression 'puckered up' here means 'wrinkled up'.

(e) The word 'chucked' here means 'threw'.

[C] Some of the statements hare are true and some false. Identify them :

(a) The author's father tried to forget the affair and concentrate on a book but falied.

(b) He was confused ; he walked up and down uncertainly.

(c) He wished that people should not bother him the way they always did.

(d) His wife said that he was heartless.

(e) He sat down with a book and soon forgot everything around him.

Answers : (a) True (b) True (c) True (d) True
(e) False.

[To be answered in complete sentences and mark True or False as the case may be.]

[D] Arrange the following statements in correct sequence :

(a) The author's mother was troubled and unhappy about his leg which had been operated upon

(b) The author's father looked at the broken stumps of Mrs. Wainwright's son and his face got twisted and shocked.

(c) There was a chance meeting between the author's father and their neighbour Mrs Wainwright.

(d) His father tried to forget about it but was quite helpless.

(e) He had much to complain about this incident.

Answers : (c), (b), (e), (a), (d).

[To be answered in complete sentences and then arranged in correct sequence.]

[E] Answer the following questions briefly :

(a) Why did Mr. Day, the author's father who felt like talking with Mrs. Wainwright—hurriedly leave her alone with her son ?

(b) Why did he blame Mrs. Wainwright ?

(c) How did Mr. Day behave when he saw his own son after his leg had been operated on ?

(d) Mrs. Wainwright thought that the author's father had been very sympathetic. Would you agree with her ?

(e) The author's mother said his father was heartless. Would you agree ?

Answers :

(a) The author's father had a superstitious belief that accounts of other men's accidents were portents of what might happen even to him. So he hurriedly left Mrs. Wainwright alone with her son though he felt like talking with her when the boy grinned to expose his broken stumps, the result of an accident.

(b) Getting back home, the author's father blamed Mrs. Wainwright for having shown him her family horrors.

(c) When Mr. Day, the author's father saw him (i.e. the author) lying on the bed after a surgical operation, he felt at once miserable and annoyed and wanted to be sorry in peace. He could enjoy neither his dinner nor his cigar and expressed his distress by being unreasonably cross to his wife which was mistaken as heartlessness on his part.

(d) At the sight of the broken stumps of Mrs. Wainwright's son, the author's father was greatly shocked and left the place after exposing his horror. But Mrs. Wainwright was mistaken when she took this as an expression of sympathy for her son.

(e) When the author's father saw him (i.e. the author) lying on the bed after a surgical operation, he felt much distressed but expressed this in his own way by being unreasonably angry with his wife. So she regarded her husband a heartless man which he actually was not ; he only felt or behaved like that when he was distressed at the sight of illness or accidents.

Passage 28 : We are all now aware that some new scientific or technological advance, although useful, may have unpleasant side effects. More and more the tendency is to exert caution before committing the world to something that may not be reversible.

The trouble is, it's not always easy to tell what the side effects will be. In 1846, Ascanio Sobrero produced the first nitro-glycerine. Heated, a drop of it exploded shatteringly.

The Italian chemist realized in horror its possible application to warfare and stopped his research at once. It didn't help, of course. Others followed it up and other high explosives were indeed being used in warfare by the close of the nineteenth century.

Did that make high explosives entirely bad? In 1867, Alfred Nobel learned how to mix nitro-glycerine with diatomaceous earth to produce a safer to-handle mixture he called 'dynamite.' With dynamite, earth could be moved at a rate far beyond that of pick and shovel and without brutalizing men by hard labour. It was dynamite that helped forge the way for railways, that helped build dams, subways, foundations, bridges, and a thousand other grand-scale constructions of the industrial age.

A double-edged sword of good and evil has hung over human technology from the beginning. The invention of knives and spears increased man's food supply—and improved the art of murder. The discovery of nuclear energy now places all the earth under threat of destruction—yet it also offers the possibility of fusion power as an ultimate solution to men's energy problems.

Or think back to the first successful vaccination in 1776 and the germ theory of disease in the 1860s. Do we view medical advance as dangerous to humanity, or refuse to take advantage of vaccines and antitoxins, of anaesthesia and asepsis, of chemical specifics and antibiotics? And yet the side effects of the last century's medical discoveries have done more to assure civilization's destruction than anything nuclear physicists have done. For the population explosion today is caused not by any rise in average birth rate but by the precipitous drop—thanks to medicine—in the death rate.

Read the foregoing passage carefully and answer the questions, that follow :

[A] (a) Some new scientific or technological advance has always been (i) harmful (ii) useful (iii) partly useful and partly harmful.

(b) The productions of nitro-glycerine proved (i) beneficial (ii) harmful (iii) useless to mankind.

(c) The production of 'dynamite' (i) helped (ii) hindered (iii) neither helped nor hindered the progress of mankind.

(d) The discovery of nuclear energy (i) threatens human existence (ii) opens up newer avenues for human progress (iii) both threatens human existence and opens up newer avenues for human progress.

(e) Science has done to mankind (i) more harm than good (ii) more good than harm (iii) both good and harm.

Answers :

(a) Some new scientific or technological advance has always been *partly useful and partly harmful*.

(b) The production of nitro-glycerine proved *beneficial to mankind*.

(c) The production of dynamite *helped the progress of mankind*.

(d) The discovery of nuclear energy *both threatens human existence and opens up newer avenues for human progress*.

(e) Science has done to mankind *both good and harm*.

[B] Match the words in column (a) with the meanings given in column (b)

Column (a)

Column (b)

(1) unpleasant

(1) state of being free from bacteria

(2) caution

(2) disagreeable

(3) reversible

(3) steep

(4) precipitous

(4) capable of being brought back to a previous state

(5) asepsis

(5) prudence

Answers :

- | | |
|-----------------|---|
| (1) unpleasant | (2) disagreeable |
| (2) caution | (5) prudence |
| (3) reversible | (4) capable of being brought back to a previous state |
| (4) precipitous | (3) steep |
| (5) asepsis | (1) state of being free from bacteria |

[C] Some of the statements here are true and some false. Identify them :

- (a) All new scientific or technological advance has pleasant side effects.
- (b) It is always easy to tell what the side-effects of a scientific discovery or invention will be.
- (c) Dynamite is used for destruction purpose only.
- (d) Nuclear energy is used for peaceful purpose only.
- (e) Population explosion is the result not of the increase in average birth rate but in the drop in the death-rate.

Answers :

- (a) False, (b) False, (c) False, (d) False, (e) True.

[D] Re-arrange each of the following statements in correct sequence :

(a) In the past great caution was exerted by the men of science and technology before committing the world to something that might not be reversible but this cannot be said of the present tendency with certainty.

(b) Ascanio Sobrero, the Italian chemist had stopped his research leading to the production of nitro-glycerine before it exposed its destructiveness.

(c) The initiator of the Nobel Prize produced dynamite and thereafter learnt how to mix nitro-glycerine with diatomaceous earth.

(d) The discovery of nuclear energy started with the promotion of human welfare but ended with destructive activity.

(e) The population explosion is not caused by the drop in the death-rate but by the rise in average birth-rate.

Answers :

(a) The present tendency is to exert great caution by the men of science and technology before committing the world to something that might not be reversible but this cannot be said of the part with certainty.

(b) Ascanio Sobrero, the Italian chemist stopped his research leading to the production of nitro-glycerine after it had exposed its destructive capability.

(c) The initiator of the Nobel Prize learnt how to mix nitro-glycerine with dictomaceons and thereafter produced dynamite.

(d) The discovery of nuclear energy started with destructive activity but ended with the promotion of human welfare.

(e) The population explosion is not caused by the rise in average birth-rate but by the drop in the death-rate.

[E] Answer the following questions briefly :

(a) What marked the beginning of the production of high explosives in the last century ?

(b) Why does the author conclude that the production of high explosives was not entirely bad ?

(c) What is the point of comparison between 'technological advance' and 'a double edged sword' ?

(d) What is the result of the discovery of nuclear energy ?

(e) What has contributed more to the population explosion—rise in the average birth-rate or the drop in the death-rate ?

Answers :

(a) The production of the first nitro-glycerine by Ascanio Sobrero in 1846 marked the beginning of the production of high explosives in the last century.

(b) The production of high explosives added to the horrors of warfare but it also led to the production of dynamite which helped mankind in forging the way for railways, in building dams sub-ways, foundations bridges and thousands of other gigantic constructions of the industrial age. So the author concludes that the production of high explosives was not entirely bad.

(c) 'Technological advance' and a double edged sword have one thing or rather two things in common ; both are useful as well as harmful. Both are at once good and evil.

(d) The discovery of nuclear energy places all the earth under threat of destruction and yet it also offers the possibility of fusion power as an ultimate solution to man's energy problems.

(e) A sharp, almost precipitous drop in the death-rate has contributed more to the population explosion these days than any rise in average birth-rate.

Passage 29. Science and technology are getting a bad press these days. Increasingly scornful of the materialism of our culture, young people speak about returning to a simpler, pre-industrial, pre-scientific day. They fail to realize that the 'good old days' were really the horribly bad old days of ignorance, disease, slavery and death. They fancy themselves in Athens, talking to Socrates, listening to the latest play by Sophocles—never as a slave brutalized in the Athenian silver mines. They imagine themselves as medieval knights on armoured chargers—never as starving peasants.

Yet, right down to modern times, the wealth and prosperity of a relative few have been built on the animal-

like labour and wretched existence of many—peasants, serfs and slaves. What's more, nothing could be done about it. Slavery and peonage were taken for granted. Not until science became prominent did slavery come to be recognized as a dreadful wrong, and to be abolished. It was the scientist, supposedly cold and concerned with things rather than ideals, who brought this about. His investigations made possible the harnessing of the energy of the inanimate world. With steam, electricity and radio beams to do our work for us, there was less need for the comparatively weak and fumbling human muscle—and slavery began to vanish.

It is also a fact that, before modern technology, the full flower of art and human intellect was reserved for the few. It was the technical advances of printing that scattered books widely and made universal literacy practical. It was cinema, radio, the record player and television that brought many of the marvels of mankind (along with much of the refuse) to even the poorest.

Yes, science has helped create problems, too—serious ones. And we must labour to solve them—in the only way history tells us problems have been solved, by science. If we were to turn away now, if a noble young generation abandoned the materialism of an industry, what would happen? Without the machinery of that industry, we would inevitably drift back to slavery.

Read the above passage carefully and answer the questions that follow :

[A] (a) Science and technology are getting a bad press these days because (i) they have done more harm than good to humanity (ii) they have added to the misery of the people (iii) thus how made human life materialistic.

(b) Young people these days often speak about returning to a simple, pre-industrial and pre-scientific day because (i) they have developed an utter dislike of the

civilisation based on science and technology (ii) they are scornful of the materialism of our culture (iii) the days that are no more are full of romance.

(c) They fail to realize that (i) they are misinformed about the 'good old day' (ii) they have an exaggerated view of the 'goodness' of the 'good old days'. (iii) life at present is far better than it was in this good old days.

(d) To this day, the wealth and prosperity of a few fortunate people are (i) the result of the toils of a greater number of unfortunate people (iii) owing to the blessings of God (iii) the result of their own efforts.

(e) In the early stage of civilization slavery and peonage (i) did not exist (ii) were rampant (iii) were looked down upon as a detestable practice.

Answers :

(a) Science and technology are getting a bad press these days because *they have made human life materialistic.*

(b) Young people these days often speak about returning to a simple, pre-industrial and pre-scientific day because *they are scornful of the materialism of our culture.*

(c) They fail to realize that *they have an exaggerated view of the 'goodness' of the 'good old days'.*

(d) To this day, the wealth and prosperity of a few fortunate people *are the result of the toils of a greater number of unfortunate people.*

(e) In the early stage of civilization slavery and peonage *were rampant.*

[B] Match the words in column (a) with the meanings given in column (b)

Column (a)

- (1) Prosperity
- (2) Wretched
- (3) Peonage

Column (b)

- (1) Control and use
- (2) Affluence
- (3) Miserable

(4) Fumble

(4) System of employing farm workers who are not wholly free

(5) Harness

(5) Handle nervously

Answers :

(1) Prosperity

(2) Affluence

(2) Wretched

(3) Miserable

(3) Peonage

(4) System of employing farm workers who are not wholly free.

() Fumble

(5) Handle nervously

(5) Harness

(1) Control and use.

[C] Some of the following statements are true and some false. Identify them :

(a) The author is on the side of the people who want to return to a simple, pre-industrial, pre-scientific way of life.

(b) The author says that the 'good old days' were the days of slavery.

(c) The author accuses the scientist of being a cold person who is concerned only with things and not with ideals.

(d) The author believes that we should not make new scientific advances because they may have bad side-effects.

(e) According to the author we can solve the problem created by science only with the help of science.

Answers : (a) — False, (b) — True, (c) — False, (d) — False, (e) — True.

[To be answered in complete sentences and marked True or False as the case may be.]

[D] Re-arrange each of the following statements in correct sequence :

(a) Returning to a simple, pre-industrial and pre-scientific day, the young people speak scornfully of the materialism of our culture.

(b) Until slavery came to be recognized as a dreadful wrong, science could not become prominent.

(c) Abolition of slavery made possible the harnessing of the energy of the inanimate world by the scientist.

(d) The full flower of art and human intellect was within everyone's reach before modern technology, but with its advancement it (ie. the full flower of art and human intellect) became the preserve of the few.

(e) Advancement in science and technology inevitably sends us back to slavery but a return to nature rids us of it.

Answers :

(a) The young people speak scornfully of the materialism of our culture and want to return to a simple, pre-industrial and pre-scientific day.

(b) Slavery did not come to be recognized as a dreadful wrong until science could become prominent.

(c) Harnessing of the energy of the inanimate world by the scientist made possible the abolition of slavery.

(d) The full flower of art and human intellect was the preserve of the few before modern technology but with its advancement it (i.e. the full flowers of art and human intellect) was within everyone's reach.

(e) A return to nature inevitably sends us back to slavery but advancement in science and technology rids us of it.

[E] Answer the following questions briefly :

(a) Why do some young people speak about returning to the 'good old days' ?

(b) How 'good' was the 'good old days' ?

(c) What caused the disappearance of slavery in the modern world ?

(d) What has taken on the work of slaves in the modern world ?

(e) What, according to the author, would happen if we decided to do away with industries ?

Answers :

(a) Some young people are tired of the materialism of our culture. So they speak about returning to the 'good old days'—to a simple, pre-industrial and pre-scientific day.

(b) The 'good old days' were really very bad old days because they were marked by ignorance, disease, slavery and death.

(c) Scientific and technological advances have caused the disappearance of slavery in the modern world.

(d) Scientific inventions like steam, electricity and radio-beams have taken on the work of slaves in the modern world.

(e) The author thinks that with the discarding of industries, there would be no machinery and men would have to drift back to slavery.

Passage 30. In these days of urban decay and energy crisis, there is a constant longing to return to the land and flee back to a simpler way of life. But it can't be done. We have a tiger by the tail and we can't go home again. We never could.

When mankind learned how to make use of fire some 50,000 years ago, it meant protection against predators, and more and better food. It also meant that man could venture out of the tropics into colder climates. Do you suppose this didn't bring problems? When the fire went out in the cave on a winter night and could not be re-lighted, there was the danger of freezing, or the smoke would ruin one's lungs.

Why not give up fire, then, go back to the tropics and the simpler, carefree ways? Ah, one could not. Extending his range, man had increased his numbers. Returning, they would find the tropics full, and there would be a catastrophic struggle for the smaller supply of food. So, having once learnt to use fire, people either endured its discomforts—or did away with them by further technological advance. They learned better ways of making fire, heating dwelling places, handling smoke.

No fundamental technological advance has ever been given up willingly by any society. There has been no way to do it.

About 8000 B.C. mankind invented agriculture. Again it made possible an increase in numbers. People had never eaten so well, but it meant they had to give up the free, nomadic life and remain bound to the soil. It meant hard labour. It meant banding together to fight off surrounding tribes who, still food gathering, might help themselves to your crops. It also meant the risk of crop failures.

Where irrigation was introduced to make harvest more dependable, it meant the formation of a large political unit, the social tyranny of a king, an aristocracy, a priesthood. And, even if the land grew prosperous, any infectious disease that got started ran through the crowded population like wild fire.

Read the above passage carefully and answer the questions that follow :

[A] (a) There is a constant longing among some people to return to a simple way of life because (i) they have a liking for it (ii) they are tired of the present way of life (iii) decadence in urban life and energy crisis have made life unbearable.

(b) Discovery of fire by men (i) helped them to keep themselves warm (ii) protected them against predators (iii) meant much more than all these (ie. keeping warm and protection against predators)

(c) When the fire went out in a cave on a winter night, there was the danger of (i) freezing (ii) the smoke having various effects on health (iii) both freezing and the smoke having ruinous effects on health.

(d) We cannot give up fire and go back to the tropics because (i) the world's population has increased so much that the tropics cannot support all of us (ii) the tropics are full of people who are waiting to start a catastrophic struggle for food (iii) mankind has extended its range and will be unwilling to go back now.

(e) The sentence 'we have a tiger by the tail and we

can't go home again' here means that (i) the tiger will not let us go back home (ii) the tiger has us in his power (iii) we have taken on something that we can't let go.

Answers :

(a) There is a constant longing among some people to return to a simple way of life because *decadence in urban life and energy crisis have made life unbearable.*

(b) Discovery of fire by men meant much more than all these (i.e. keeping warm and protection against predators).

(c) When the fire went out in a cave on a winter night, there was the danger of both freezing and the smoke having ruinous effects on health.

(d) We cannot give up fire and go back to the tropics because the tropics are full of people who are waiting to start a catastrophic struggle for food.

(e) The sentence, 'we have a tiger by the tail and we can't go home again' here means that we have taken on something that we can't let go.

[B] Match the words in column (a) with the meanings given in column (b).

Column (a)

1. Longing
2. Predators
3. Catastrophic
4. Nomadic
5. Band together

Column (b)

1. Unite in a group
2. Wandering
3. Yearning
4. Causing great harm and destruction
5. Those who live by robbery or plundering.

Answers :

- | | |
|-----------------|--|
| 1. Longing | 3. Yearning |
| 2. Predators | 5. Those who live by robbery or plundering |
| 3. Catastrophic | 4. Causing great harm and destruction |

4. Nomadic

2. Wandering

5. Band together

1. Unite in a group.

[C] Some of the statements here are true and some false. Identify them :

(a) In these days of urban decay and energy crisis there is a constant longing to return to a simple way of life.

(b) When mankind learned how to make use of fire some millions of years ago, it meant that evil days were ahead.

(c) The discovery of fire meant that people could return out of the colder climates into the tropics.

(d) When the fire went out in a cave on a winter night and could not be re-lighted, it meant danger for the cavemen.

(e) People learnt to use fire and then found better ways of making it.

Answers :

(a) True, (b) False, (c) False, (d) True, (e) True.

[To be answered in complete sentences and marked True or False as the case may be.]

[D] Re-arrange each of the following sentences in correct sequence :

(a) In these days of a constant longing to return to a simpler way of life, there is urban decay and energy crisis.

(b) When man could venture out of the tropics into colder climates, he learnt how to make use of fire.

(c) If there was the danger of freezing in a cave on a winter night, the fire went out and could not be re-lighted.

(d) People gave up thier free, nomadic life to remain bound to the soil and invented agriculture,

(e) Even if any infectious disease that got started ran through the crowded population like wild fire, the land grew prosperous and populous.

Answers :

(a) In these days of urban decay and energy crisis, there is a constant longing to return to a simple way of life.

(b) When man learnt how to make use of fire, he could venture out of the tropics into colder climates.

(c) If the fire went out in a cave on a winter night and could not be re-lighted, there was the danger of freezing.

(d) People invented agriculture and gave up their free, nomadic life to remain bound to the soil.

(e) Even if the land grew prosperous and populous, any infectious disease that got started ran through the crowded population like wild fire.

[E] Answer the following questions briefly :

(a) What does the author mean when he says that "we have a tiger by the tail and we can't go home again" ?

(b) What are the advantages and disadvantages of fire ?

(c) What changes took place in mankind with the invention of agriculture ?

(d) Why did agriculture necessitate banding together of people ?

(e) Why was irrigation introduced by people ?

Answers :

(a) In the existing situation of urban decay and energy crisis, people often long to return to a simple way of life but there is no escape from it because we have taken on something that we cannot let go. This is what the author wants to convey when he says that "we have a tiger by the tail and we can't go home again."

(b) Though fire has proved a great boon to mankind, it has its disadvantages too. When it was first discovered, it was used to keep men warm and protect them against predators. It also meant more and better food. Moreover, it meant that men could venture out of the tropics into colder climates. But it also created problems for them; once used to it, men could not do without it and if it went out in the cave on a winter night and could not be re-lighted, there was the danger of freezing or the resultant smoke having ruinous effect on their health.

(c) With the invention of agriculture, several changes took place. First, people had to give up nomadic life and remain bound to the soil because the situation demanded this. Secondly, it meant hard labour for them and the necessity of banding together against predators and hostile neighbours arose. Thirdly, the problem of food was seemingly resolved and an increase in population posed no problem. Of course, the risk of crop failure was always there.

(d) The introduction of agriculture necessitated banding together of people against predators and hostile food gathering neighbours eager to take the harvest of others by force.

(e) Irrigation was introduced by people to ensure supply of water to the fields. Paucity of adequate rainfall was compensated by the water supplied by irrigation.

Exercise

Passage 1. A deadly virus called Hepatitis 'B' has claimed at least 271 lives in Ahmedabad. The authority have launched massive preventive measures on a top priority basis.

A total of 141 deaths have been reported from the 1,800-bed Civil Hospital, considered one of the largest in Asia, and 130 deaths from the three municipal hospitals in the city.

The deaths in the municipal hospitals were reported over the last three months, according to the municipal health officer, Dr. Arvind Barot. While the deputy director of health, Mr. R. P. Shah, said the death figures in the Civil Hospital were recorded over the past 15 months, Dr. Bipin Patel, vice-president of the Junior Doctors Association, claimed the deaths took place during the last three months.

Among the victims were a neuro-surgeon and two junior doctors of the Civil Hospital who died during the past month.

Medical experts say the "B" category of hepatitis is deadlier than the "A" category. Having no particular symp-

toms, victims could be affected by way of jaundice, gastro-enteritis or other forms. The victims became unconscious, after which chances of survival were less than 50 percent according to Dr. Barot:

Junior doctors of the Civil Hospital agitated over the deaths, feel that "delta strain" which is even more virulent than the hepatitis "B", has gripped the city. "There is hardly any cure for this disease, prevention is the only remedy," they told a PTI correspondent yesterday.

The municipal commissioner has directed private medical organisations, hotels, restaurants, hawkers and the public to take preventive measures to control the virus and had threatened legal action against the defaulters.

All government and municipal hospitals have been asked to maintain isolation wards for the treatment of hepatitis patients.

Sale of sugarcane juice and cut fruits by hawkers has been completely banned and citizens asked to have their underground and overhead water tanks cleaned.

[*The Telegraph*—23.4.84]

Questions

[A] : Multiple choice :

- (a) The virus that claimed 271 lives in Ahmedabad is
(i) Hepatitis 'A' (ii) an unidentified virus (iii) Hepatitis 'B'
- (b) Dr. Bipin Patel is (i) the Deputy Director of Health
(ii) Vice-president of the Junior Doctors Association (iii) the municipal health officer.
- (c) Among the victims were (i) a senior doctor and two nurses (ii) three medical attendants (iii) a neuro-surgeon and two junior doctors of the Civil Hospital.
- (d) Medical experts say the 'B' category of hepatitis is (i) not as deadly as the 'A' category (ii) as deadly as the 'A' category (iii) deadlier than the 'A' category.
- (e) The citizens have been asked (i) to keep their

surroundings clean (ii) not to drink sugarcane juice or eat cut fruits sold by hawkers (iii) to have their underground and overhead water tanks cleaned.

[B] Vocabulary :

(a) The word 'launched' here means (i) slid into water (ii) threw (iii) set going.

(b) The National Library of India is one of the — in the world.

[Fill in the blank with a suitable word taken from the second paragraph of the above passage].

(c) The word 'massive' here means (i) bulky (ii) weighty (iii) large scale.

(d) The word defaulters here means (i) soldiers who have broken military regulation (ii) those who make default (iii) criminals.

(e) Public meetings and processions have been — by the authorities for a period of three months. [fill in the blank with a suitable word taken from the last paragraph of the above passage].

[C] True/False

(a) The Civil Hospital has 2,800 beds.

(b) 130 deaths have been reported from the three municipal hospitals in the city.

(c) The deaths in the municipal hospitals have been reported over the past 15 months.

(d) Junior doctors of the Civil Hospital feel that 'delta strain' is even more virulent than the hepatitis 'B'.

(e) The municipal commissioner has directed hotels, restaurants and hawkers to suspend business.

[D] Sequence :

(a) The victims became unconscious after which chances of survival were less than 50 per cent.

(b) There is hardly any cure for this disease.

(c) The Civil Hospital is considered one of the largest in Asia.

(d) Sale of sugar cane juice and cut fruits by hawkers has been banned.

(e) The deadly virus called Hepatitis 'B' has claimed at least 271 lives in Ahmedabad.

[E] S. A. questions

(a) How many people died in the Civil Hospital and the three municipal hospitals in the city respectively ?

(b) What did the deputy director of health say about the death figures in the Civil Hospital ?

(c) What were the chances of survival for the victims after they became unconscious ?

(d) What did the junior doctors of the Civil Hospital feel about the calamity ?

(e) What were all government and municipal hospitals asked to do for treatment of hepatitis patients ?

Passage 2. LOS ANGELES, Aug 13. The XXIIIrd Olympiad ended here on an unconventional note. In a major departure from Olympic tradition, the organizers made virtually a marathon of the closing ceremony. The longest race of the Games, commemorating the happenings of a war in ancient Greece, a gruelling test of stamina, today ended on a theatrical note.

Whether or not one agrees with this fusion, this innovation helped raise the marathon to a unique status with each one of the 78 runners entering the coliseum cheered by a 100,000 spectators.

History of a sort was made immediately afterwards when horses (with riders, of course) did their victory lap around the track. It was amusing but not Illogical.

Next the flag bearers and the athletes came in, what had not been anticipated was that the festivities would take much longer than had been planned. It took a little while

to get everyone in place before the Olympic flag exchange and the formal closing ceremony were performed—these were brief and graceful and were followed by the lowering of the flag and extinguishing of the Olympic flame. It was all over, bar the shouting. But not before everyone was treated to entertainment of the type that mortals of "Star Trek" enjoyed.

We moved far away from ancient Greece to a world of beat music and disco and it was quite delightful. You were not meant to shed tears this time. In fact, Auld Lang Syne this time was lively and vigorous. It was to suggest happiness at the culmination of the Games—happiness in the thought that there would be more such Games every four years. That is precisely what Los Angeles had set out to do and had more or less succeeded in doing. Lionel Richie's All Night Long is a hit song with universal acceptance. To it he added his own lyrics for the occasion. As he sang he seemed to be saying: "You like my music, and you know me. So it's fun if the two of us get together and be part of the Olympic movement."

In a dazzling science fiction sound-and-light show, a light-radiating spaceship and a friendly "visitor" from another planet closed the 1984 Olympic Games tonight.

With the Coliseum plunged into darkness, the mock spaceship, its lights changing colour against the background of ear-splitting "Star Wars" synthesizer music, hovered over the stadium for several minutes.

The 93,000 spectators and thousands of athletes stared upwards in wonder, like children, as a spotlight spaceman with a synthesized voice told them: "I have come a long way because I like what I have seen. I salute you".

The mock space vessel and the visitor from another planet, with green laser beams flashing from the Coliseum arches, provided a stunning climax to an extravagant closing ceremony.

This futuristic finale followed a blend of the Olympics' ancient Greek roots and the razzle-dazzle of nearby Hollywood.

The International Olympic Committee President, Mr. Juan Antonio Samaranch, formally declared the 23rd Olympiad closed more than half an hour behind schedule after thousands of exuberant athletes danced and pranced around the stadium in joyful disarray.

For more than three hours, medals and boycotts were forgotten as the athletes from 140 nations intermingled, embraced and held aloft placards saying "see you in Seoul" —site of the 1988 Games.

The man behind the first privately-sponsored Olympics, Los Angeles Olympic Organiser, Mr. Peter Ueberroth, received a standing ovation from the people of Los Angeles.

Carlos Lopes of Portugal, at 37 the oldest man in the field, got the closing ceremony under way when he raced into the Coliseum to win the marathon, the 221st and final event of the Games, in the fastest time recorded at the Olympics.

After the marathon awards ceremony, medals were presented to the individual equestrian show jumpers who had finished their event earlier in the day.

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) On the last day of the XXIIIrd Olympiad, the organizers made virtually a marathon of the closing ceremony and this was (i) in tune with Olympic tradition (ii) a departure from Olympic tradition (iii) neither conventional nor unconventional.

(b) The last event was (i) an easy-going thing (ii) a gruelling test of stamina (iii) neither easy-going nor gruelling.

(c) History of a sort was made when (i) the marathon race ended (ii) the crowded coliseum was in a frenzy (iii) the horses did their victory lap around the track.

(d) The formal closing ceremony was (i) long and tedious (ii) brief and graceful (iii) tiresome and disgraceful.

(e) The shifting of the scene from ancient Greece to the world of beat music and disco makes a change which has (i) lowered the prestige of the Olympic festival (ii) raised the prestige of the Olympic festival (iii) made the Olympic festival delightful.

[B] Match the words in column (a) with the meanings given in column (b):

Column (a)	Column (b)
(1) departure	(1) a rowdy spree or frolic
(2) gruelling	(2) full of high spirits or vigour.
(3) razzle-dazzle	(3) to walk in swaggering style.
(4) exuberant	(4) exhausting
(5) Trance	(5) deviation from something in existence.

[C] Some of the statements here are true and some false. Identify them:

(a) The concluding ceremony of the XXIIIrd Olympiad was in tradition of the age-old festival.

(b) Not the slightest deviation was made from the age-old convention followed on such occasions.

(c) The Olympic games ended with the marathon race.

(d) No one was allowed to tread the track of the marathon race after it was over.

(e) A 'friendly' visitor from another planet came to watch the closing of the XXIIIrd Olympiad in a space-ship.

[D] Arrange the following statements in correct sequence:

(a) A 'friendly' visitor from another planet appeared at the XXIIIrd Olympiad in a light-radiating space-ship.

(b) This space-ship did not get down to the ground

but hovered over the stadium for several minutes, displaying the changes in colour of the light.

(c) The Olympic games concluded with the completion of the marathon race.

(d) All present at the stadium stared in wonder when they were saluted by the space-man.

(e) Horses with their riders did their victory lap around the track of the marathon race.

[E] Answer the following questions in your own words :

(a) What did the marathan race, the last event of the XXIIIrd Olympiad commemorate ?

(b) Which part of the proceedings was amusing but not illogical ?

(c) Why did the festivities take much longer than had been planned by the organizers ?

(d) How was the formal closing ceremony performed ?

(e) What did the Spaceman convey to those present at the stadium ?

Passage 3. LOS ANGELES, July 29. The site of the 1984 Olympic Games was a den of gambling and other vices until it aroused the wrath of a 19th century reformer, reports Reuter. The imposing coliseum, venue for yesterday's opening ceremony and the athletics rose from an urban eyesore proliferating around a race track.

One sunny morning in 1899, crusading attorney, William Bowen, looked down from a hillside and fumed at the cluster of gambling dens, saloons and a reputed "house of ill fame". For the next 20 years he campaigned to have it cleared up, first getting gambling outlawed and then lobbying the Government to turn the area into a recreational and educational centre.

Bowen won the support of George Bovard, who, as president of the adjoining University of Southern California was concerned about unsavoury elements so close to his

campus. When the idea was advanced to build a sports stadium as the centrepiece of the park—called Exposition Park—Bovard promised his USC football team would play there.

As Los Angeles began to boom, a community development association, of which Bowen was a member, was set up to pursue the idea. It was headed by a real estate operator, William Garland, who went to Europe in 1920 with a blueprint for the coliseum in his pocket to bid for the 1924 Olympics. But the Games went to Paris and the 1928 Olympics had already been promised to Amsterdam.

Leading architect, John Parkinson, who set sail from his native England in 1895 to find fame in America, offered to design the stadium free of charge. The stadium got the go-ahead when Los Angeles Times publisher, Harry Chandler, lined up an 800,000 dollar loan to underwrite costs and the coliseum was built in 1923.

It was an instant success, huge crowds pouring in for USC football games to fill all 75,000 seats. It also ensured that Los Angeles was the successful bidder to host the 1932 Olympics.

The coliseum was updated and modernized after World War II and now has 92,516 seats—which, if placed side by side, would stretch in a line for nearly 30 miles.

[The Statesman July 30, 1984]

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) The site of the XXIIIrd Olympiad was at one time (i) a place of pilgrimage for the Jews (ii) a common burial-ground (iii) a den of gambling and other vices.

(b) It continued to be so until (i) the Government of the U.S.A. took control of it (ii) it aroused the wrath of a 19th century reformer.

(c) The coliseum built for the XXIIIrd Olympiad rose

from (i) a beautiful natural site (ii) a well-developed affluent urban area (iii) an urban eyesore.

(d) William Bowen was a (i) social reformer and attorney (ii) philanthropist (iii) a religious reformer.

(e) William Bowen changed the face of the place (i) by his own efforts (ii) with the help of the public (iii) with the co-operation of Government.

[B] (a) The word 'wrath' here means (i) anger (ii) indignation (iii) displeasure.

(b) Give the antonym of the word 'urban'.

(c) The word 'eyesore' here means (i) ulceration of the eye (ii) something very ugly (iii) a thing that offends the sight.

(d) The word opposite in meaning to the word 'proliferation' is——. (Supply the word)

(e) The word 'coliseum' here means——. (Fill in the gap)

[C] Some of the statements that follow are true and some false. Identify them :

(a) The 'venue' of the XXIIIrd Olympiad had once been a notorious place.

(b) William Bowen, an attorney and social reformer took upon himself the task of changing the face of the place as early as the last years of the 19th century.

(c) William Bowen was alone in his crusade against the anti-social elements entrenched there.

(d) The first idea was to build a stadium in the area.

(e) The area, however, did not flourish.

[D] Arrange the following statements in correct sequence :

(a) A Sports Stadium was built at the site of the XXIIIrd Olympiad held at Los Angeles.

(b) The site of the present coliseum was cleaned of the notorious elements entrenched there.

(c) William Bowen was ably supported by George Bovard in the execution of the project.

(d) An attempt was made by William Garland to have the ensuing Olympics held there.

(e) The present coliseum was built at a huge cost at that site.

[E] Answer the following questions in your own words :

(a) What was the condition of the site of the XXIIIrd Olympiad held in Los Angeles in the 19th century ?

(b) Who was instrumental in changing the face of the area ? What was his mission ?

(c) How did he fulfil his mission ?

(d) How was the first stadium built there ?

(e) Who built the imposing coliseum in Los Angeles and when ?

Passage No. 4.

Los Angeles, Aug. 13 : If the opening ceremony of the Games of the XXIII Olympiad on July 28 had all the trappings of a Cecil B. De Mille extravaganza, the closing ceremony here yesterday was straight out of a present-day Hollywood sci-fi-classic.

The athletes set the tone of informality. They entered the Coliseum without the usual placards announcing their respective countries, in casual gear and in an unregimented group. The only concession to nationalism was the national flags that were brought in. It was in the fitness of things that P.T. Usha carried India's flag.

There were actually two closing ceremonies : the first, which began at 6.45 pm, was Olympic ritual-oriented including the honouring of past marathon winners, the finish of the marathon competition, "thank you" speeches and promises like "See-you-in-Seoul." This part of the celebration ended by 9.28 pm with the dousing of the Olympic flame.

If was then that the razzmatazz began. Flashlights were provided to the spectators and the Coliseum was transformed into a bowl of quivering multi-coloured lights. An iridescent

touch was added when a dummy spaceship hovered over the Coliseum with ear-jamming music provided by the synthesiser George Lukas used in his epic *Star Wars*.

The organisers, obviously spurred by the popularity of the "spaceman", who figured on the opening day, repeated the gimmick. The spotlit "spaceman" this time announced to the 92,000 agape spectators: "I have come a long way because I like what I have seen....I salute you."

Floodlights bathed the pastel pink facade at the east end of the Coliseum, where "Games of the XXIIIrd Olympiad Los Angeles California 1984" were written in gold letters.

The words, "Citius altus fortius" the Olympic slogan meaning "Faster, higher braver", were flashed in lights on the main arch of the facade over the Olympic rings band below the flame on a high tower.

Adding to the dazzle was the fury of a hundred thousand fire crackers. Right on cue, the spectators switched on their torches; the sound and light of Los Angeles were saying goodbye.

The piece de resistance came from Lionel Richie who embellished his famous *All Night Long* with lyrics to suit the occasion. The song was accompanied by a fantastic tapestry of strategically placed strobe lights.

Richie could not have chosen a more apt number for the occasion. As a chorus sang *Auld Lang Syne*, swaying to the soulful music, huge corn-shaped balloons reached for the sky. The public address system told everybody to leave the stadium but it was a long time before stragglers wound their way home.

[The Telegraph, August 14, 1984]

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) The opening ceremony of the XXIIIrd Olympiad was (i) informal (ii) formal (iii) spectacular.

(b) The closing ceremony matched the opening ceremony by its (i) informality (ii) formality (iii) pageantry.

(c) It was the (i) athletes (ii) organizers (iii) participating nations who set the tone of informality

(d) India's flag was carried by (i) the Indian ambassador to the U. S. A. (ii) The Prime Minister of India (iii) P. T. Usha.

(e) There was/were actually (i) one (ii) two (iii) three closing ceremonies of the XXIIIrd Olympiad.

[B] Fill in the gaps in the following sentences with appropriate words from the passage :

(a) The ballet troupe presented an—true to its reputation which held the spectators spell-bound for a long time.

(b) He had all the—of high office but very little effective power.

(c) There are certain religious — that we have to perform.

(d) The fire was—.

(e) The parties in opposition were not to be taken in by the—of the ruling party.

[C] Some of the statements that follow are true and some false. Identify them :

(a) The athletes entered the Coliseum with the usual placards announcing their respective countries.

(b) They were not even allowed to bring in their national flags.

(c) P. T. Usha held India's flag.

(d) There was actually only one closing ceremony at the XXIIIrd Olympiad.

(e) Encouraged by the popularity of the 'spaceman' on the opening day, the organizers repeated the gimmick during the closing ceremony.

[D] Arrange the following statements in correct sequence :

(a) The razzmatazz began with the riotous display of multi-coloured lights and ended with the spectacular gimmicks of a dummy spaceship carrying a 'spaceman'.

- (b) The past marathon winners were honoured.
- (c) The marathon race ended.
- (d) P. T. Usha held India's national flag while the other athletes carried their own.
- (e) All athletes entered the coliseum without the placard announcing their respective countries.

[E] Answer the following questions in your own words :

- (a) What was spectacular about the closing ceremony of the XXIIIrd Olympiad held at Los Angeles.
- (b) How did the athletes enter the Coliseum during the closing ceremony ?
- (c) What distinguished P. T. Usha of the Indian contingent ?
- (d) What was the last event at the XXIIIrd Olympiad ?
- (e) Describe briefly the spectacular shows that marked the conclusion of the XXIIIrd Olympiad.

Passag 5. Angry over the murder of a businessman on Tuesday, a group of at least 300 traders demonstrated at Writers' Buildings on Wednesday afternoon, violating prohibitory orders under Section 144 CrPC. Chaos prevailed both inside and outside the State Secretariat as the traders assembled at the central gate and shouted slogans condemning the murder. Senior police officers and a riot force went to the spot and had a trying time keeping the crowd at bay.

Earlier, all shops and business establishments at Burra-bazar and other parts of the city were closed in protest against the murder.

The Federation of West Bengal Trade Association has given a call for a traders' bandh all over West Bengal on Thursday.

Tension prevailed in the central business district of Calcutta since early morning as hundreds of businessmen gathered in the Canning Street-India Exchange Place areas and held street corner meetings. Groups of traders roamed

various roads shouting slogans and demanding immediate arrest of the culprits.

There was tension again at the crossing of Netaji Subhas Road and India Exchange Place at about 3-30 p.m. when the body of the trader was brought in a procession. A large police contingent put up a barricade and stopped the procession. Thousands of traders squatted on the road and demanded that a Minister come and assure them security.

When none of the Ministers turned up, a deputation went to Writers' Buildings to discuss the issue. As soon as the deputationists left, groups of traders sneaked past the police cordon and followed the leaders.

When they reached the central gate of Writers' Buildings, the security staff blocked their way and hurriedly closed the collapsible gates. The Congress (I) leaders were allowed to enter, but the traders were forcibly held back. The crowd outside the Secretariat then started shouting slogans. Curious onlookers joined the crowd. Hundreds of State Government employees and some Ministers thronged the balconies of Writers' Buildings to see what was happening.

[The Statesman July 12 1984]

Read the foregoing passage carefully and answer the questions that follow :

[A] (a) A group of tradesmen demonstrated at Writers' Buildings on Wednesday afternoon because (i) they were being harassed by anti-social elements (ii) the police officers were extorting money from them (iii) a fellow-businessman had been murdered the day before.

(b) These agitators demonstrated there (i) peacefully (ii) without defying the prohibitory orders (iii) violating the prohibitory orders.

(c) Senior police officials went to the spot in order to (i) pacify the agitated traders (ii) assure the agitated traders of proper administrative action (iii) keep the crowd at bay.

(d) A large police contingent put up a barricade and stopped the procession with the dead body of the murdered trader because (i) there was great tension (ii) they apprehended trouble (iii) serious disturbances had started.

(e) A deputation went to Writers' Buildings to discuss the issue because (i) the matter was serious (ii) they apprehended further trouble (iii) they wanted security of life and property.

[B] Fill in the gaps in the following sentences with appropriate words from the given passage :

(a) The traders were angry — the murder of a fellow-trader.

(b) The traders — at the Central Gate and shouted slogans condemning the murder.

(c) The antonym of the word 'angry' is —.

(d) Curious — joined the crowd.

(e) A — was put up by the police with a view to stopping the surging crowd.

[C] Some of the statements that follow are true and some false. Identify them :

(a) The demonstrators were calm when they came to the Writers' Buildings.

(b) The traders assembled at the Central Gate of the Writers' Buildings because they wanted shelter there.

(c) All shops and business establishments at Central Calcutta areas were closed on that day.

(d) Thousands of traders squatted on the road and demanded that the Chief Minister come and assure them of security.

(e) As soon as the deputation of leaders left, groups of traders sneaked past the police cordon.

[D] Arrange the statements below in correct sequence :

(a) Thousands of traders squatted on the road near the India Exchange Place.

(b) As soon as the deputationists left, groups of traders sneaked past the police cordon.

(c) None of the Ministers came in to see the angry traders.

(d) The Security Staff closed the collapsible gates to block the entry of the deputationists.

(e) Many government employees and even some ministers thronged the balconies of the Writers' Buildings to see what was happening.

[E] Answer the following questions in your own words :

(a) What was the immediate cause of the angry demonstration of the traders ?

(b) What was the nature of these demonstrations ?

(c) What was the condition of the market on that day ?

(d) Why did the police stop the procession with the dead body ?

(e) Who were allowed to enter the Writers' Buildings and who were not ?

Passage 6. The death toll in last night's explosion at Meenambakkam airport here rose to 29 today, with the recovery of more bodies from under the debris and one person succumbing to injuries in hospital.

Another 12 were in hospital, including eight in critical condition. Eight among them are women.

All the 31 passengers of the Indian Airlines flight from Colombo were in the international arrival hall when the explosion occurred shortly after an anonymous caller rang up to say that a bomb would go off soon. The flight had landed at 6.45 a.m. and the passengers were waiting for the onward flight to Sharjah.

The explosives, believed to be in one of the two unclaimed baggages, went off a little after an Air Lanka flight left for Colombo.

The damage to the international arrival lounge has been estimated at Rs 30 lakhs.

The mystery behind the explosion at Meenambakkam Airport has deepened, with claims and counterclaims that the brown suitcase containing the time-bomb came on the Air Lanka flight from Colombo reaching here at 7-10 p.m. and that it was meant for the Kattunayake Airport in Colombo, but could not be loaded on the return flight of the same aircraft which left here at 8-15 p.m. The fact remains that the mysterious suitcase was found in the arrival lounge and not in the departure lounge.

Two Customs Inspectors responsible for removing the unclaimed suitcase to a corner, suspecting it contained contraband goods, were among those killed in the blast. Dead men tell no tales. Another person who could throw light on the subject, Mr Kathiresan, is missing and the police have spread their dragnet for him.

When Customs inspectors cleared all passengers who came on the Air Lanka flight from Colombo in the evening, two suitcases, one of them the brown one, remained unclaimed. As the same aircraft took off on its return flight, one passenger who had obtained a boarding pass, Mr. Kathiresan, could not be accounted for. Unaccompanied baggage of passengers are loaded in the aircraft only after identification by the person concerned and passed by the Customs. Such luggage that might be left behind by outgoing passengers are also brought to the arrival lounge for disposal.

Since the time lag between the arrival and departure of the Air Lanka flight was only 65 minutes, whether the mysterious suitcase was brought from the Customs shed in the departure section to the arrival section is a moot point.

If the destination of the brown suitcase was, Kattunayake Airport in Colombo and its carrier was Mr. Kathiresan, there was nothing to prevent him from identifying it in the Customs shed for rarely do the inspectors rummage outgoing passengers luggage unless they have valid reason to suspect.

At the booking counter of Air Lanka's flight to Colombo, 101 boarding cards were issued last night. Four passengers were off loaded for carrying excess luggage without payment. When the flight took off, there were only 96 passengers. The missing person was Mr Cathiresan.

The police have put under surveillance the Sri Lanka Liberation tiger groups who have taken shelter in the State following last year's ethnic violence. Sources close to Mr. Prabhakaran of the Liberation Tigers of Tamil Eelam told this correspondent that the explosion was the handiwork of Mossad of Israel, hired by the Sri Lanka Government to repress the liberation struggle of the ethnic minority in the island.

Read the above passage carefully and answer the questions that follow :

[A] (a) The death toll in the explosion at Meenam-bakkam airport rose to (i) 19 (ii) 29 (iii) 38.

(b) The explosion occurred (i) without any warning (ii) quite unexpectedly (iii) shortly after a anonymous caller rang up to say that a bomb would go off soon.

(c) The persons admitted to hospital numbered (i) 12 (ii) 21 (iii) 32.

(d) The explosives are believed to be (i) in the cockpit (ii) in the luggage room (iii) in an unclaimed baggage.

(e) The damage to the international arrival lounge has been estimated at (i) Rs 50,000/- (ii) Rs 15 lakhs (iii) Rs 30 lakhs.

[B] Fill in the blanks in the following sentences with appropriate words from the given passage :

(a) The —— in the aircraft took a toll of many lives.

(b) Several persons —— to the injuries sustained in the explosion.

(c) The —— from Colombo to Meenamebakkam carried 31 passengers in all.

(d) Some one, an —— caller warned about the explosion shortly before it took place.

(e) The —— behind the explosion has deepened.

[C] Some of the statements given below are true and some false. Identify them. :

(a) The mystery surrounding the explosion has been cleared.

(b) It has been claimed that the bomb was surreptitiously placed in a suitcase at the Meenambakkam airport.

(c) The mysterious suitcase was found in arrival lounge and not in the departure lounge of the airport.

(d) Mr. Kathiresan, the man who could throw some light on the subject is missing.

(e) When the flight took off there were only 96 passengers, the missing person being Mr. Kathiresan.

[D] Arrange the following statements in correct sequence :

(a) The Police have put under surveillance the Srilankan Liberation tiger groups.

(b) Mr. Kathiresan's absence in the Air Srilanka's flight to Colombo is mysterious.

(c) The two customs officials who could tell us something were killed in the explosion.

(d) The damage to the international arrival lounge has been estimated at Rs 30 lakhs.

(e) The explosion took place after an anonymous caller warned the airport authorities to say that there would be an explosion very soon.

[E] Answer the following questions in your own words :

(a) What is the total number of casualties in the explosion at Meenambakkam airport ?

(b) How many victims are there in the hospital ?

(c) When did the explosion take place ?

(d) Why were the passengers waiting there ?

(e) Why has the mystery behind the explosion deepened ?

J. E. EXAMINATION—1982

ENGLISH COMPOSITION AND PRECIS WRITING

Time—3 Hours

Full Marks—100

The figures in the margin indicate marks for each question.

Group A

1. Rewrite, as directed, any ten of the following : 10

(a). Unless you guide us, we are sure to lose the track.
[Turn the clause, 'unless you guide us' into a phrase].

(b) Of Jesus's birth many tales are told. [Turn into the Active Voice].

(c) Every tree is known by its fruit. [Change from the Affirmative to the Negative form].

(d) What though the field be lost? [Change the Interrogative into the Assertive form].

(e) No one can understand the mystery of life. [Change the Affirmative into the Interrogative form]

(f) I wish I were a child again. [Change into the Exclamatory form]

(g) Aristotle was a great philosopher. He wrote many learned books. He devised a new system of logic. He had nevertheless been accused of doing many things unworthy of his high position. [Combine into a Simple Sentence]

(h) When the play starts is not certain. [Replace the italicized clause by a phrase]

(i) There are no comets seen at the time of the death of beggars. [Replace the italicized phrase by a clause]

(j) The thief ran away as soon as the police arrived
[Replace 'as soon as' by 'no sooner than']

(k) It is said that he committed suicide. [Turn it into a Simple Sentence]

(l) After the role had been called the teacher left the class. [Use the Nominative Absolute in place of the Subordinate Clause]

(m) Calcutta is one of the biggest cities in India. [Change it into the Positive Degree]

2. Correct the errors in any ten of following : 10

(a) He objected to me leaving the place. (b) No man on the earth is immortal. (c) I sat under the feet to many eminent teachers, (d) The girl prides on her success. (e) The doctor saw my pulse. (f) He has been appointed as Headmaster. (g) Listen to their advice who are wise. (h) He had no other alternative but to beg. (i) None knows how it was happened. (j) It is ten in my watch. (k) He was universally loved by all. (l) He resigned from the post. (m) I have good many things to do to-day.

Or, Make Sentences with any ten of the following : 10

(a) to bury the hatchet, (b) the lion's share. (c) to play to the gallery, (d) a good Samaritan, (e) to take the wind out of one's sails ; (f) as fit as a fiddle ; (g) to hold out the olive branch ; (h) pyrrhic victory ; (i) to win the rubber ; (j) out of the wood ; (k) to have an axe to grind, (l) a bolt from the blue, (m) to rest on one's laurels.

3. Punctuate the following, using capitals where necessary :

By July 1898 they were able to announce the discovery of one of these substances with certainty you will have to name it pierre said to his young wife.

Or, Change the following to the indirect form of speech : 5

Madame Curie questioned, 'Even though the phenomenon has been observed only with Uranium, nothing proves that Uranium is the only chemical elements capable of emitting such radiation. Why should not other bodies possess the same power ?'

Group B

4. Substitute a single word for each of the following groups of words (Choose any five)

(i) A person who walks in his sleep. (ii) Murder

or murderer of one's parents. (iii) A post with a salary but requiring little work or responsibility. (iv) The art of good eating. (v) Craze for collecting and possessing books. (vi) Sentimental yearning for the past. (vii) One who knows everything. (viii) Partner in crime. (ix) One who collects stamps.

5. Suggest the opposite words for any five of the following :

(i) surplus, (ii) prose, (iii) modern, (iv) permanent, (v) busy, (vi) help, (vii) bashful, (viii) entrance.

6. Frame sentences illustrating the difference in meaning of five of the following pairs :

(i) soul, sole ; (ii) plane, plain ; (iii) born, borne ; (iv) task, tusk ; (v) quite, quiet ; (vi) staff, stuff ; (vii) seize, cease.

Or, Choose any five of the following words and make sentences with them showing the use of the word in different parts of speech as indicated below :

(i) bathe (as verb and noun) ; (ii) guide (as noun and verb) ; (iii) fine (as adjective and adverb) ; (iv) but (as adverb and relative pronoun) ; (v) fix (as verb and noun) ; (vi) rust (as noun and verb) ; (vii) last (as adjective and verb) ; (viii) merit (as noun and verb) ; (ix) safe (as adjective and noun) ; (x) mind (as noun and verb).

Group C

7. Write a precis of the following passage in about 100 words and suggest an appropriate title for it :—

Like every other instrument that man has invented, sport can be used either for good or for evil purposes. Used well, it can teach endurance and courage, a sense of fair play and a respect for rules, co-ordinated effort and the subordination of personal interests to those of the group. Used badly it can encourage personal vanity and group vanity, greedy desire for victory and hatred for rivals, an intolerant spirit be crops and contempt for people who are beyond a certain

15+5

arbitrarily selected pale. In either case sport inculcates responsible co-operation ; but when it is used badly the co-operation is for undesirable ends and the result upon the individual character is an increase of attachment ; when it is used well, the character is modified in the direction of non-attachment. Sport can be either a preparation for war or, in some measure, a substitute for war ; a trainer of potential war-mongers or of potential peace-lovers ; an educative influence forming either militarists or men who will be ready and able to apply the principles of pacifism in every activity of life.

8. Write a letter to your father explaining to him which profession you wish to take up if you are to choose between engineering and medicine on the basis of your success in the Joint Entrance Examination.

Or, Write a letter to the editor of a newspaper stating how you feel for the physically handicapped children of your locality and what you propose to do for them in a small way.

Or, Develop the following outline into a story in about 150 words :

An English soldier taken prisoner by Napoleon's soldiers escaped—he tried to cross the English Channel in a cask—was again captured and taken to Napoleon asked him why he had tried to escape—'To see my old and sick mother' he replied—Napoleon set him free.

9. Develop the idea contained in any one of the following using not more than 150 words :

- (i) Handsome is that handsome does. (ii) Sweet are the uses of adversity. (iii) We live in deeds not in years. (iv) To err is human, to forgive divine.

Or, Write a report on the savages caused by a cyclone or on a railway accident.

10. Write an essay on any one of the following : 15

- (a) Villages of the future. (b) Afforestation and its utility. (c) Why should one study Literature ? (d) The recent Indian expedition to the Antarctica. (e) The little pleasures and problems of your daily life.

Jt. Ent. Questions on Grammar Solved—1982

Answers :

(a) Without your guidance, we are sure to lose the t rack.

(b) They tell many tales 'of Jesus' birth.

(c) A tree is not known except by its fruits.

(d) It does not matter if the field is lost.

(e) Can anyone understand the mystery of life ?

(f) If I were a child again !

Or

O that I were a child again !

(g) In quite of writing many learned books and devising a new system of logic, Aristotle, the philosopher had been accused of doing many things unworthy of his high position.

(h) The time of start of the play is not certain.

(i) There are no comets seen when the beggars die.

(j) No sooner did the police arrived than the thief ran away.

(k) Reportedly he committed suicide.

(l) The rolls having been called, the teacher left the class.

(m) No other city in India is as big as Calcutta.

2. Correction of errors in sentences.

(a) He objected to my leaving the places.

(b) No man on earth is immortal.

(c) I sat at the feet of many eminent teachers.

(d) The girl prides herself on her success.

Or, The girl takes pride in her success.

(e) The doctor felt my pulse.

(f) He has been appointed Headmaster.

(g) Listen to those who are wise.

(h) He had no other alternative than to beg.

Or, He had no alternative but to beg.

(i) None knows how it happened.

- (j) It is ten by my watch.
- (k) He was universally loved.
- Or, He was loved by all.
- (l) He resigned the post.
- (m) I have a good many things to do today.

Alternation :

Making sentences with idioms etc.

- (a) *To bury the hatchet*—Let us bury the hatched and be friends again.
- (b) *The lion's share*—The lion's share of profit is appropriated by my friend.
- (c) This man is too honest *to play to the gallery*.
- (d) A good Samaritan—When I was in distress, my friend, a good Samaritan, came to my help.
- (e) *To take the wind out of one's sails*—Mrs. Gandhi took wind out of her opponent's sails and in a surprise move, nationalised banks and insurance companies.
- (f) *As fit as a fiddle*—I am as fit as a fiddle.
- (g) *To hold out the olive branch*—I had to hold out the olive branch to my enemy under compulsive circumstances.
- (h) *Pyrrhic victory*—We had to win the battle at a great cost ; it was a pyrrhic victory, so to say.
- (i) *To win the rubber*—The West Indies win the rubber in the Five match Test Series.
- (j) *Out of the wood*—I am not out of the wood as yet.
- (k) *To have an axe to grind*—When I mooted the proposal, I had no axe to grind.
- (l) *A bolt from the blue*—The news of his father's death came to him like a bolt from the blue.
- (m) *To rest on one's laurels*—My friend is too ambitious to rest on his laurels.

3. Punctuation :

By July 1898, they were able to announce the discovery of one of these substances with certainty. "You will have to name it," Pierre said to his young wife.

Or,

Narration :

Madame Curie said that even though the phenomenon had been observed only with uraniam, nothing proves that uranium is the only chemical element capable of emitting such radiation. She asked (of him) why other bodies should not possess the same power.

Group B**4. Single-word expressions**

(i) Sleep walks/Somnum bulist (ii) Patricide/Parricide/
Matricide (iii) Sinicure (iv) Epicurialism (v) Biblio-
mania (vi) Nostalgia (vii) Omniscient (viii) Accomplish
(ix) Philatelist

5. Antonyms :

(i) Scarcity/dearth (ii) Verse (iii) ancient (iv) Im-
permanent/Temporary (v) Idle (vi) hinder/hindrance
(vii) unabshed (viii) exit.

6. Illustrative sentences showing the difference in meaning of pairs of words :—

- (i) Soul—Brevity is the soul of wit.
Sole—Profiteering is his sole motive in business.
- (ii) Plane—The land all around was plain.
Plain—The meaning of this is quite plain to all.
- (iii) Born—I was born in a wealthy family.
Borne—The child was borne with shoulder
- (iv) Task—It is no easy task for me.
Tusk—The tusk of an elephant is very costly.
- (v) Quite—I am quite well.
Quiet—The boy is quiet of nature.
- (vi) Staff—There are ten members with staff of this
school.
Stuff—I dont know what stuff the man is made of.

(vii) Seize—I seized the man and gave him a sound thrashing.

Siege—They laid siege to the city.

Or,

Making Sentences with the same word in different Parts of Speech :—

(i) Bathe (verb)—I bathe in the river everyday.

Bathe (noun)—We had an enjoyable bathe in the sea.

(ii) Guide (noun)—When I was in New Delhi my friend served as my guide.

Guide (verb)—My teacher guided me to success in the examination.

(iii) Fine (Adjective)—It was a fine morning when we set out for a walk.

Fine (Adverb)—That will suit me fine.

(iv) But (Adverb)—I am but a child.

But (Relative Pronoun)—There was now but ghed tears.

(v) Fix (Verb)—I fixed the date of the commence of my journey.

Fix (Noun)—I am in a fix and do not know what to do.

(vi) Rust (Verb)—The instrument was covered with rust.

Rust (Noun)—I rubbed the rust off the instrument.

(vii) Last (Adjective)—This is my last chance.

Last (Verb)—This friendship may not last.

(viii) Merit (Noun)—Everything will be decided on merit.

Merit (Verb)—The proposal does not merit consideration by the committer.

(ix) Safe (Adjective)—Your son is in safe custody.

Safe (Noun)—I want to purchase a meat-safe.

(x) Mind (Noun)—A healthy mind resides in a healthy body.

Mind (Verb)—Mind your own business.

Joint Ent. Questions—1983

Time—3 hours

Full Marks—100

The figures in the margin indicate marks for each question

GROUP A

1. Rewrite, as directed, any ten of the following : 10
 - (a) This house is twice as large as the other. (Substitute some other Adverb for 'twice')
 - (b) I come merely to see you. (Change 'merely' into a clause).
 - (c) Everyone would admit that he is honest. (Make it negative).
 - (d) I never did this before. (Make it Complex and Affirmative)
 - (e) He started by night to escape being seen by anyone. (Turn it into a complex sentence)
 - (f) I would die sooner than injure you (Use the positive degree of the Objective)
 - (g) It always pours when it rains. (Turn it into a Negative form).
 - (h) Oh death, where is they string? (Chang it into Assertive Sentence).
 - (i) It realize that this is very foolish. (Use the Noun form of 'foolish').
 - (j) This is too small a thing to put down. (Omit 'too')
 - (k) They proposed to hold a meeting. (Change the Voice)
 - (l) This newspaper has a bigger circulation than any other news paper. (Use the Superlative).
 - (m) As soon as he came, he made objections (Use the Negative form).
2. Make sentences with any ten of the following : 10
 - (i) Sking and bone,
 - (ii) rank and file,
 - (iii) break with,
 - (iv) come about,
 - (v) with open arms,
 - (vi) pay off old scores,

- | | |
|------------------------------|--------------------------|
| (vii) With a high hand, | (viii) sit on the fence, |
| (ix) die in harsness, | (x) to a T, |
| (xi) at a pinch, | (xii) agree to differ, |
| (xiii) their name is legion. | |

Or,

Correctly re-write any *ten* of the following :

- (i) It is not a so good book as I expected.
- (ii) He asked me did I know him ?
- (iii) It is more than two years that I am doing this.
- (iv) It will not be long till the species becomes extinct.
- (v) It was not so much the accident but the shock that made him ill.
- (vi) I prefer to be poor and honest than to be rich and base.
- (vii) He went on the last but one day of the month.
- (viii) The child died at three years old.
- (ix) He is a man whom I know is trustworthy.
- (x) I cannot help but think that you are wrong.
- (xi) The "Statesman" has the largest circulation of any English daily.
- (xii) This book sells by the hundreds of thousands.

3. Change the following into indirect speech :

"I would not have let him in" said Mrs. Curtin.

'No insurance agents and nobody selling vacuum cleaners or editions of the 'Encyclopaedia Britannica. Nothing of that sorts Miss Pebmarsh doesn't hold with selling at the door and neither do I.'

Or,

Correct the spelling errors in any five of the following :

Syllabus, constarnation, constipason, absenty, guarrantee, balkony, aprecciation, disappointing.

GROUP B

4. Substitute a single word for any *five* of the following :

- (i) Living both on land and in wather.
- (ii) Killer of a king.

- (iii) One who is present every where,
- (iv) Remedy for all diseases,
- (v) (An office) for which no salary is paid,
- (vi) Of double meaning.
- (vii) A person who writes the story of his life.
- (viii) Incapable of being explained.

5. Bring out the distinctions in meaning in the following pairs of words (choose any five).

Illegible, unreadable ; luxurious, luxuriant, antharchy, anarchy ; feature, future ; pray, prey ; polygamy, polyandry ; complement, compliment.

Or,

Frame sentences illustrating the difference in meaning of five of the following pairs :

Sailor, cellar ; haven, heaven ; cast, caste ; raze, raise ; last, lest ; shirk, shark ; tong, tongue.

6. Frame sentences illustrating the difference in meaning of five of the following pairs. 10

- (a) Antic Atique,
- (b) Apposite, opposite,
- (c) Anger, Angur ;
- (d) Canon, Cannon ;
- (e) Collision, Collusion ;
- (f) Continuous, Continual ;
- (g) Emigrant, Immigrant ;
- (h) Corporal, Corporeal ;
- (i) Seize, Siege ;
- (j) Ingenious, Ingenous.

Or,

Choose any five of the following words and make sentence with them showing the use of the same word in different parts of speech as indicated below :

- (i) Better (as adverb and noun) ;
- (ii) Dead (as adverb and noun) ;
- (iii) Fair (as adverb and verb) ;

- (iv) Ill as (as noun and adverb) ;
- (v) Tender (as verb and noun) ;
- (vi) While (as noun and verb) ;
- (vii) Worth (as adjective and verb) ;
- (viii) Spare (as adjective and verb) ;
- (ix) Pale (as noun and adjective) ;
- (x) Blind (as noun and adjective) ;

GROUP C

7. Write a precis of the following passage in about 100 words and suggest an appropriate title :

To be the first human being to make a discovery is in itself no mean reward for an investigator, without honour, glory and power being added. The million others who never made a discovery, can never know the mental exaltation and satisfaction far above the worth of rubies that the discoverer in any walk of life experiences. Nevertheless, if science is to be of practical benefit of the millions, it is a simple business proposition to make sure that the scientific investigator is provided with the means necessary for the pursuit of his proper work. In pure scientific research, there is, not even the means of earning a bare subsistence.

A parallel to the normal attitude of the world towards science and its application, respectively may be found in its attitude towards the musical performer and the musical composer. The musical world will grow wild with enthusiasm over the perfect musical performance and will shower upon the skilled artist wealth and honour. But the man who created the music, and infinitely rare kind of genius, probably had difficulty in obtaining a bare livelihood by his art and would have just as much difficulty, if he lived now, as he would have had in past times.

8. Your neighbour has a dog which keeps on barking all the time. This disturbs you particularly in the evening when

you sit for your study.—Write a polite letter to your neighbour to do something about his dog. 10

Or, Write a letter to the Editor of a newspaper about the inconvenience caused by the use of loud speakers during religious festivals.

Or, Develop the following outline into a story in about 150 words :

A town was badly infested with rats—the city fathers at a loss promised a high reward to get rid of them—a piper led and drowned them into the river by playing his wonderful pipe—city fathers refused him the promised reward—he played his pipe in another tune—all the children of the town followed him into the mountain cave never to return.

9. Develop the Idea contained in any one of the following, using not more than 150 words :

- (i) It is better to wear out than to rust out.
- (ii) The pen is mightier than the sword.
- (iii) Work more, talk less.
- (iv) Live and let live.

Or, Write a report on a desperate bank-robbery witnessed by you.

Or, Write a report on the inconveniences caused by frequent load-shedding.

10. Write an essay on any one of the following :

- (a) Are we better than our forefathers ?
- (b) Man's quest of the unknown.
- (c) Life is real, life is earnest.
- (d) Inventions that have changed our lives.

Ques. on Gram. Solved—1983

Answers :

(Rewriting Sentences as directed)

- (a) This house is twofold as large as the other.
- (b) I come only because I want to see you.
- (c) None would deny that he is honest.

- (d) This is hardly anything I did ever before.
- (e) He started by night so that he might escape being seen by anyone.
- (f) I would as soon die as injure you.
- (g) It never rains but it pours.
- (h) Death I would like to see thy stings.
- (i) I realize that this is extreme foolishness.
- (j) This is so small a thing that it cannot be put down.
- (k) It was proposed by them that a meeting should be held.
- (l) Of all the newspapers, this has the biggest circulation.
- (m) No sooner had/did he come than he made (raised ?) objections.

2. Making sentences with idioms, idiomatic enpressions etc.

- (i) *Skin and bone* :—The disease has left the man skin and bone.
- (ii) *Rank and file* :—The rank and file are proud of their leader.
- (iii) *Break with* :—I broke with my friend over this issue.
- (iv) *Come about* :—It came about in this way.
- (v) *With open arms* :—We received our old friend with open arms.
- (vi) *Pay off old scores* :—You insulted me to pay off old scores.
- (vii) *With a high hand* :—The new manager treated the employees with a high hand.
- (viii) *Sit on the fence* :—This man is sitting on the fence in the quarrel among his relations.
- (ix) *To die in harness* :—Pandit Jawaharlal Nehru died in harness.
- (x) *To a T* :—This new work will suit him to a T.

(xi) *At a pinch* :—We can get six people round the table at a pinch.

(xii) *Agree to differ* :—We agreed to differ with each other.

(xiii) *Their name is legion* :—A host of scholars has written on the subject and their name is legion.

Or

Correction of errors in sentences

(i) It is not so good a book as I expected.

(ii) He asked me if I knew him.

(iii) It is more than two years that I have been doing this.

(iv) It will not be long before the species becomes extinct.

(v) It was not so much this accident as the shock that made him ill.

(vi) I prefer to be poor and honest rather than to be rich and base.

Or

I prefer being poor and honest to being rich and base.

(vii) He went on the last day of the month but one.

(viii) The child died when (it was) three years old.

Or

The child died at the age of three.

(ix) He is a man who, I know, is trustworthy.

(x) I cannot help thinking that you are wrong.

(xi) Of all English dailies, the Statesman has the largest circulation.

(xii) This book sells by hundreds of thousands.

3. Narration

Mrs. Curtin said that she would not have let him in. She added that she would not let insurance agents and anybody selling vacuum cleaners or editions of the Encyclopaedia Britannica. She further said that she would allow nothing

of the sort. She added that Miss Pebmarsh did not hold with selling at the door and neither did she.

Or

Correction of errors in spelling :—

Syllabus, Construction, Constipation, absentee, guarantee, balcony, appreciation, disappointing.

Group B

Substitutions of single words for words and expressions :—

- (i) Amphibious (ii) Regicide (iii) Omnipresent (iv) Panacea
(v) Honorary (vi) Ambiguous (vii) Autobiographer
(viii) Inexplicable.

5. Distinctions in meanings in pairs of words :—

- (i) Illegible :—Incapable of being read.

Unreadable—That which is not easy or pleasant to read

- (ii) Luxurious—Supplied with luxuries very comfortable.

Luxuriant—Strong in growth : abundant.

- (iii) Autocracy—Absolute sovereignty

Autarky—Self-sufficiency (especially of a state in its economy)

- (iv) Feature—Characteristic or striking part.

Future—Coming after the present.

- (v) Pray—Commune with God ; offer thanks ; make requests known.

Prey—Animal, bird etc killed by and eaten by another.

- (vi) Polygamy—Custom of having more than one wife at the same time.

Polyandry—Custom of having more than one husband at the same time.

- (vii) Complement—That which makes something complete.

Compliment—Expression of admiration approval etc
either in words or by action.

Or

Framing of sentences illustrating the difference in meaning of pairs of words :—

- (i) Sailor—My friend left home to become a sailor, and took a job with a navigation Company. Cellar—I have a cellar to store articles for domestic use.
- (ii) Haven—The ship made for the haven.
Heaven—Heaven knows what will come out of this situation.
- (iii) Cast—The leg was in a plaster cast.
Caste—Caste systems has many evils.
- (iv) Raze—The Sky-scraper was razed to the ground by an earthquake.
Raise—The man flew into a rage and raised his voice.
- (v) Last—This thing will not last long.
Lest—I cautioned him beforehand lest he should commit the same mistake again.
- (vi) Shirk—You cannot shirk your responsibility in the matter.
Shark—I purchased a shark-skin Jacket.
- (vii) Tong—I don't touch this even with a pair of tongs.
Tongue—The doctor asked me to put out my tongue.

6. Framing of Sentences illustrating the difference in meaning of pairs of word :—

- (a) Antic—His dress and gestures were very antic.
Antique—This antique gold coin was discovered by a villager.
- (b) Apposite—His remarks are anything but apposite.
Opposite—We took the opposite side in the dispute.

- (c) Auger—The carpenter is making holes in the beam with an auger.

Augur—The augur predicated that the girl would be the mother of a king.

- (iv) Canon—You must not violate the canons of morality.

Cannon—Sudden^{ly} the loud report of cannon startled the weary soldiers.

- (v) Collision—There was a collision between a tram car and a private carriage.

Collusion—The thief was in collusion with the maid servant.

- (vi) Continual—There was continual downpour throughout the day.

Continuous—The shout reverberated along the streets in one continuous roar.

- (vii) Emigrant—All the emigrants from Europe settled in America

Immigrant—In England the immigrants can enjoy the same rights and privileges as the English people.

- (viii) Coropral—Teachers these days do not like to inflict corporal punishment on their pupils.

Corporeal—To Wordsworth the cuckoo was not a corporeal being but only a wandering voice.

- (ix) Seize—The pursuers failed to seize the miscreant.

Siege—Akbar laid siege to Chitore with 67.

- (x) Ingenious—The clerk gave an ingenious excuse for coming late to office, He is an ingenious mechanic.

Ingenuous—She is so ingenuous that a secret is a burden to her.

He made an ingenuous confession of his guilt.

Or,

- (i) Better (verb)—This essay cannot be bettered.
 Better (Noun)—He is wiser than his betters.
 Better (adverb)—You would write better if you had a good pen.
- (ii) Dead (Adv)—He was dead beat.
 Dead (N)—The dead will not come to life again.
- (iii) Fair (Adv)—The old man drank fair.
 Fair (verb)—The weather fared after about four hours. (C. O. D.)
- (iv) Ill (Noun)—I had to pass through the various ills of life.
 Ill (Adv)—He speaks ill of other.
- (v) Tender (Verb)—He was requested to tender the exact amount. He tendered unqualified apology to me.
 Tender (Noun)—This currency note is no longer a legal tender.
- (vi) While (Noun)—I stopped at his place for a while.
 While (Verb)—Don't while away your time in idleness.
- (vii) Worth (Adj)—It is not worth more than ten rupees.
 Worth (Verb)—Woe worth the day. (C. O. D.)
- (viii) Spare (Adj)—Spare parts of the machine are available.
 Spare (Verb)—He was spared the humiliation in view of his old age.
- (ix) Pale (N)—His conduct is beyond the pale of good behaviour.
 Pale (Adj)—At these words her face turned pale.
- (x) Blind (Noun)—I pulled down the blinds and the room became dark.
 Blind (Adj)—I helped the blind man across the road.

Joint Ent. Questions—1984

1. Rewrite as directed *any ten* of the following :

- (a) Can anybody take failure with an easy mind ?
(Change from the interrogative to the assertive form.)
- (b) He is sure that he will get a pass (Change from the complex to the simple form.)
- (c) It is not that he stole the money from my pocket.
(Analyse the sentence in detail.)
- (d) He is good. He is industrious. He is intelligent too
(Combine into one sentence.)
- (e) Despite instructions to the contrary, they ran all over the garden and picked flowers. (Replace 'and' by 'but also')
- (f) No other reptile is so vile as the cobra. (Use the superlative form of 'vile')
- (g) That he is honest can be easily proved. (Replace the noun clause by a noun phrase.)
- (h) No sooner had we sat down than we found it was time to go. (Replace 'no sooner' by 'as soon as')
- (i) Drinking water cannot be too pure. (Remove the adverb too and rewrite the sentence 'retaining the sense.')
- (j) I believe that the accused is entirely innocent.
(Substitute the noun form for the word italicized.)
- (k) He was more worthy of praise than any one else.
(Make it negative.)
- (l) He passed the examination. He came out at the top of the list. No one expected him to do so. (Combine into a simple sentence.)

2. Make significant sentences with *five* of the following :

- (a) to sit on the fence ;
- (b) to rule the roost ;
- (c) to lord it over ;
- (d) a storm in a tea-cup ;

(e) a red-letter day ;

(f) to bring to book.

3. Correct any *five* of the following sentences : 5

(a) The police officer flew into rage.

(b) Emily's hair is falling out.

(c) I have caught a bad coldness.

(d) We went there by walk.

(e) She is the lady whom, I think, saved the man from death.

(f) The speaker stressed on the need for teaching values.

4 (a) Change the following from Direct to Indirect : 5

Portia said to Shylock, "Can Antonio not pay back the sum you lent him ?" Bassanio eagerly broke in, "He can pay that and more."

Or,

(b) Punctuate the following, using capitals where necessary :

long ago in my friends grandmothers time mountainous waves one afternoon crashed over and through the sea wall hurling boulders like pebbles and a visiting neighbour was unable to leave by the door.

Or,

(c) Correct the spelling errors in *any five* of the following :

Proffessor, accomodation, maintainance, occurance, harassment, business, langour, persuation.

5. Substitute a single word for *any five* of the following : 5

(a) belonging to another country or race ;

(b) a person who plans and understands the making of machines, roads, bridges, harbours etc.

(c) a scientific study of plants ;

(d) what cannot be read ;

(e) who thinks he knows everything ;

(f) being all of one opinion.

6. Make sentences, so as to bring out the distinctions in meaning with any five of the following pairs of words :

- (a) popular, populous ;
- (b) official, officious ;
- (c) affect, effect ;
- (d) elicit, illicit ;
- (e) undue, undo ;
- (f) discrete, discreet.

7. Make sentences, so as to bring out the meaning, with any two of the following pairs of words : 4

- (a) hard, herd
- (b) cue, queue
- (c) suit, suite

8. Choose *any three* of the following words and use each in sentences of your own as part of speech mentioned within brackets : 6

- (a) much (as adverb and adjective)
- (b) air (as noun and verb)
- (c) content (as verb and adjective)
- (d) what (as pronoun and adjective)

9. Make a precis of the following passage in about one-third of its length, and suggest a suitable title for it. 15+5

Speech is a great blessing, but it can also be a great curse, for, while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of an unusual or ambiguous word, and so on, may create an enemy where we had hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride ; unwittingly we may use a word which bears a different meaning for our listeners from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling. Only a fool will express himself alike to all kinds and conditions of men.

10. You have borrowed a friend's bicycle and damaged it. Write a letter of explanation and apology. (Do not write your name ; sign as XYZ) 10

Or,

Write a letter to the Secretary of your local library, complaining of inadequate facilities and suggesting improvements.

(Do not write your name ; sign as XYZ)

11. Develop the idea contained in *any one* of the following. (Do not write more than 150 words.) : 10

- (a) Nothing succeeds like success.
- (b) Cowards die many times before their death.

Or,

Write a report on *any one* of the of the following :

- (a) How it rained continually for three days causing misery to hundreds of villagers ;
- (b) A general election to the State Assembly and the Parliament you have seen.

12. Write an essay on *any one* of the following : 15

- (a) Science is not enough ;
- (b) Honesty still pays ;
- (c) Examinations are nasty but the Joint Entrance Examinations can be fun.

Jt. Ent. Questions on Grammar Solved—1984

Answers :

1. Rewriting Sentences as per direction.
 - (a) Nobody can take failure with an easy mind.
 - (b) He is sure of getting a pass.
 - (c) Analysis :—This is a complex sentence consisting of the following clauses :—
 - (i) It is not—Pr. clause.
 - (ii) That he stole the money from my pocket—Sub. Noun, clause complement to the Verb 'is' in (i).
 - (d) Besides being good and industrious, he is intelligent.

- (e) Despite instructions to the contrary they not only ran all over the garden but also picked flowers.
- (f) The Cobra is the vilest of all the reptiles.
- (g) His being honest can be easily proved.
- (h) As soon as we sat down we found it was time to go.
- (i) Drinking water cannot be very pure.
- (j) My belief is that the accused is entirely innocent.
- (k) No one is more worthy of praise than he.
- (l) No one expected him to pass the examination, coming out at the top of the list.

2. Making significant sentences with idioms or idiomatic expressions :—

- (a) To sit on the fence. This man is sitting on the fence in the quarrel among his relations.
- (b) To rule the roost—He rules the roost in the party.
- (c) To lord it over :—He lords it over the management of the firm.
- (d) A storm in a tea cup—There was too much fuss over a trifling matter : it was a storm in a tea-cup, as it were.
- (e) A red-letter-day :—The 15th of August is a red-letter day in the history of India.
- (f) To bring to book—The culprit was brought to book for his offence.

3. Corrections :

- (a) The Police officer flew into a rage.
- (b) Emily's hair is falling off.
- (c) I have caught a bad cold.
- (d) We went there walking.
- (e) She is the lady who, I think saved the man from death.
- (f) The speaker stressed the need for teaching values.

4. (a) Narration :—

Portia asked Shylock if Antonio would not pay back the sum he (Shylock) had lent him. Bassanio eagerly

broke in saying that he (Antonio) could pay that and more."

Or

Punctuation.

Long ago, in my friend's grandmother's time mountainous waves one after-noon crashed over and through the sea-wall, hurling boulders like pebbles and a visiting neighbour was unable to leave by the door.

Or

Correction of errors in spelling of words.

- (a) Professor. (b) Accommodation. (c) Maintenance.
(d) Occurrence. (e) Harassment. (f) Languor
(g) Persuasion.

5. Substitution of a group of words by a single word.

- (a) Foreigner, alien. (b) Engineer. (c) Botany.
(d) Illegible. (e) Know-all. (f) Unanimous.

6. Popular—Mr. Sen is a very popular person in this locality.

- (a) Populous—Calcutta is a very populous city.
(b) Official—I was in my official uniform.
Officious—I simply did not like to accept his officious offer of help.

- (c) Affect—Over exercise affected his health.
Effect—The effect of this drug on health is very bad.
(d) Elicit—Neither threat nor fortune elicited any confession from the accused.

Illicit—The accused is charged with illicit possession and sale of arms.

- (e) Uudue—He completed the deal with undue haste.
Undo—Don't undo the good work of your predecessor
(f) Discrete—The subject is too discrete to be understood by everyone.

Discreet—He maintained a discreet silence when these incidents occurred.

7. Hard—Don't be hard on me.
 (a) Herd—I saw a herd of cows grazing in the field.
 (b) Cue—I took my cue from my friend and acted accordingly.
 Queue—Please stand in a queue.
 (c) Suit—The climate of this place does not suit me.
 Suite—While in Bombay, we had to take a suite in a big hotel.
8. Much (Adv)—I am much better today.
 Much (Adv)—There is not much food in the house.
 (b) Air (N)—Let us go out and have some fresh air.
 Air (Verb)—If you have any grievance, you should air it.
 (c) Content (Verb)—At there is no butter we must content ourselves with dry bread.
 Content (Adj)—She is content with what she has.
 (d) What (Pronoun)—Tell me what happened.
 What (Adj)—What books have you read on this snbject ?

J. E. EXAMINATION—1979

Precis Writing

1. Write a precis of the following passage in about 75 words, suggesting a suitable title :—

That man, I think has had a liberal education, who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of, whose intellect is a clear, cold logic engine with all the parts of equal strength, and in smooth working order ; ready like a steam engine, to be turned to any kind of work and spin the gossamers as well as forge the anchors of the mind ; whose mind is stored with a knowledge of the great and fundamental truths of

Nature and of the laws of her operations ; one who sturted ascetic, in full of life and free but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience ; who has learnt to love all beauty, whether of Nature or of art, to hate all vileness, and to respect others as himself.

Such a one and no other, I conceive, has had a liberal education ; for he is, as completely as a man can be, in harmony with Nature. He will make the best of her, and she of him. They will get on together nicely ; she as his ever beneficent mother ; he as her mouthpiece her conscious self, her minister and interpreter.

2. Write a letter to your friend describing either your most amusing experience or your most embarrassing one. 10

J. E. EXAMINATION—1980

Pré cis Writing

1. Write a pré cis of the following passage in about 100 words and suggest an appropriate title :— 15+5

But however it may be with the physical science or with music, painting add architecture it is—as I have tried to show—certain that literature is doomed if liberty of thought perishes. Not only is it doomed in any country which retains a totalitarian structure ; but any writer who adopts the totalitarian outlook who finds excuses for persecution and the falsification of reality, thereby destroys himself as a writer. There is no way out of this. No tirades, against 'individualism' and the 'ivory tower', no pious platitudes to the effect that 'true' individuality is only attained through identification with the community' can get over the fact that a bought mind is a spoilt mind. Unless spontaneity enters at some point or another, letrary creation is impossible and language itself becomes ossified. At some time, in the future if the human mind becomes something totally different from what it now is, we may learn to separate literary creation

from intellectual honesty. At present we only know that the imagination like certain wild animals will not breed in captivity.

Any writer or journalist who denies that and nearly all the current praise of a stable Government secularism and authoritarianism contains or implies such a denial is, in effect, demanding his own destruction.

2. Write a letter to your friend describing either a circus show you enjoyed or describing a rainy day. 10

J. E. Examination—1981

Précis Writing

1. Write a précis of the following passage in about 100 words and suggest an appropriate title :— 15+5

There is another way of reasoning which seldom fails, though it be of a quite different nature to that I have last mentioned. I mean, convincing a man by ready money or as it is ordinarily called, bribing a man to an opinion. This method has often proved successful when all the others have been made use of to no purpose. A man who is furnished with arguments from the mint will convince the antagonist much sooner than one who draws them from reason and philosophy.

Gold is a wonderful clearer of understanding, it dissipates every doubt and scruple in an instant, accommodates itself to the nearest capacities, silences the loud and the clamorous, and brings over the most obstinate and inflexible. Philip of Macedon was a man of most invincible reason this way. He refuted by it all the wisdom of Athens, confounded their statesmen, struck their orators dumb and at length argued them out of all their liberties.

2. Write a letter to your friend describing the annual sports of your college or school or to the editor of a newspaper about the inconveniences caused by street hawkers. 10

I. I. T.—1985 —Kharagpur

ENGLISH

Time Allowed—3 Hours]

[Maximum Marks—100

N.B.—(1) Answers must be written in English.

(2) Figures in brackets on the right hand side indicate full marks for the questions.

(3) Answers to Part 'A' must be written only on the first six pages of the answer-book in the order in which the questions appear on the question paper.

(4) Answer to each question of Part 'B' should begin on a fresh page.

(5) Answer all parts of a question at one place.

(6) You are advised not to spend more than sixty minutes in answering Part 'A'.

(7) You are advised not to exceed the length of the answer, wherever prescribed.

PART—A

1. Fill in the gaps with the words whose first letters and meanings (in brackets) are given. Write the number of the sentence, and the word. Do not rewrite the sentences :— 13

(i) Dark clouds are gathering. Rain seems im (likely to come or happen very soon).

(ii) The spectacular performance of the circus art... (a skilled performer) on the bar won applause all round.

(iii) The department does not have its com..... (the full number needed) of the staff.

(iv) The journey through tor..... (full of twists and bends) roads left them weak and tired.

(v) It may appear strange, but I had an int..... (hunch) that the plane would crash.

(vi) During elections every political party promises to provide a government that is res..... (which answers) to people's needs.

(vii) Bar.....(with the exception of) a few, all spoke highly of the show.

(viii) The book reveals some of the unknown fac.....(many sides) of the great man's personality.

(ix) Steps have been taken to avoid the rec.....(repetition) of such industrial accidents.

(x) The zamindar was bru.....(in a savage, cruel manner) done to death under mysterious circumstances.

(xi) In def.....(out of respect for) to the minister's wishes, expenditure on public functions was cut down.

(xii) Nobody likes a co.....(not brave) person.

(xiii) The cadets thought that the drill sergeant was really the devil inc.....(having a body in human form).

2. Each of the following sentences has a verb in brackets. Write the number of the sentence and the correct form of the verb. *Do not rewrite the sentences.* 12

(i) I know him well. He (be) my classmate since we were at school.

(ii) I sincerely wish you (enjoy) the forthcoming adventure as much as I shall.

(iii) May I know what your activities (be), lately?

(iv) All the questions already (solve) when I entered the room.

(v) I would be so happy if only he (come) here to help us tomorrow.

(vi) While Sita and her friends (eat) their lunch, they saw a little boy fall from the wall.

(vii) Will you speak to him warmly when you (meet) him next week in Madurai?

(viii) Who (be) to the cinema with you yesterday if you had behaved arrogantly?

(ix) He looks as if he quite (please) with what we are going through.

(x) I (surprise) to see a shy friend of mine talking freely with a pretty girl yesterday.

(xi) I gave up studying Sanskrit after I (work) at it for a long time.

(xii) Nobody shall disturb us while confidential matters (discuss) in the meeting.

3. Rewrite the following sentences making corrections wherever necessary. *Do not make needless changes.* 10

(i) You should know that I neither insulted him nor anyone else who came with him.

(ii) Our chairman should be more liberal rather than strict.

(iii) What he is looking for is a wife.

(iv) Your milk is getting cold ; drink up it quickly.

(v) Some of the books, which you seem to have read, have become best-sellers already.

(vi) His plans were known by everyone in his office.

(vii) Would you bring me two three bananas now that you are going to the market ?

(viii) Strangely enough it was the thief who needed protection from the police !

(ix) I don't care whether or not your car breaks down.

(x) I will devote myself to help the poor and the down-trodden of my country.

4. Rewrite the following sentences as directed : 10

(i) "Why don't you work hard enough for me ?", she demanded of him. (Put the sentence into Reported Speech.)

(ii) People should not make the Holi celebrations an excuse for rowdy behaviour. (Put the sentence into the passive voice)

(iii) Surya has been one of the best leaders of our time. (Rewrite the sentence beginning with 'Few' without changing the meaning.)

(iv) This grammar is so difficult that we can't understand it. (Rewrite the sentence using 'too' without changing the meaning.)

(v) Shyam exclaimed, "What a marvellous dinner !" (Put the sentence into Reported Speech.)

(vi) At the time of his death, he was a rich man. (Rewrite

the sentence using just three words but without modifying the meaning.)

(vii) It is fun to be with Rajiv. (Rewrite the sentence beginning with 'Rajiv'.)

(viii) She has been tremendously helpful to all her pupils. (Write a question tag to this sentence.)

(ix) I had hardly understood the problem when he hustled me into giving my views. (Rewrite the sentence beginning with 'Hardly'.)

(x) The committee is unanimous on this issue. (Write a sentence expressing the opposite meaning of this sentence without using any negative forms.)

5. The sentences in the following paragraph are jumbled. Rewrite the entire paragraph in the correct sequence. Merely numbering the sentences will not fetch any marks. 5

Every experience in life makes an impression on some of the cells of the brain, or other nerve centres. Moreover, the methods by which it can be cultivated are all founded on practical commonsense. The other part involves filing them away in such an orderly manner that many will remain intact. Of course, the memory can be improved. One part of the problem of memory improvement is to emphasize these impressions. It can be improved by anyone with normal intelligence.

PART—B

6. Write an essay in about 350 words on *one* of the following :— 20

- (i) The kind of god I believe in.
- (ii) Playing, not winning, is what matters.
- (iii) Terrorism does not help.
- (iv) The way I have changed over the past five years.

7. Explain the meaning of *one* of the following statements in about 150 words :— 10

- (i) Only the knowledgeable know how little they know.
- (ii) A man is known by the company he does not keep.

(iii) Love is healing.

8. Write a paragraph on *one* of the following in about 150 words. Write either *for* or *against* the topic :— 10

(i) I cannot have a worse enemy than myself.

(ii) Freedom is an end in itself.

(iii) 'An eye for an eye' is fair play.

9. Read through the following passage and *answer in your own words* the questions given. No credit will be given if portions are lifted from the passage. 10

Boredom as a factor in human behaviour has been, I believe, one of the great motive powers throughout the historical epoch, and is so at the present day more than ever. The desire for excitement is very deep-seated in human beings, especially in males. I suppose that in the hunting stage it was more easily gratified than it has been since. The chase was exciting, war was exciting, courtship was exciting. But with the coming of agriculture, life began to grow dull. In old days, after supper everybody sat round and had what was called "a happy family time". This meant that the head of the family went to sleep, his wife knitted and the daughters wished they were dead or at Timbuktu. All this weight of boredom should be borne in mind in estimating the world of hundred years ago.

We are less bored than our ancestors were, but we are more afraid of boredom. We have come to believe that boredom is not part of the natural lot of man, but can be avoided by a sufficiently vigorous pursuit of excitement. A wish to escape from boredom is natural; indeed, all races of mankind have displayed it as opportunity occurred. Wars, genocide and persecutions have all been part of the flight from boredom; even quarrels with neighbours have been found better than nothing.

Boredom, however, is not to be regarded as wholly evil. A certain power of enduring boredom is essential to a happy life. All great books contain boring portions, and all great lives have contained uninteresting stretches. Imagine a modern publisher confronted with the Old Testament as a new manuscript

submitted to him for the first time. What would his comments be, for instance, on the genealogies? "My dear sir", he would say, "you can't expect your reader to be interested in a mere string of proper names of persons about whom you tell so little. You have begun your story, I will admit, in fine style, and at first I was very favourably impressed, but you have altogether too much wish to tell it all. Pick out the highlights, take out the superfluous matter and bring me back the manuscript when you have reduced it to a reasonable length". All the best novels contain boring passages. A novel which sparkles from the first page to the last is pretty sure not to be a great book. Nor have the lives of most great men been exciting except at a few great moments. Socrates could enjoy a banquet now and again and must have derived considerable satisfaction from his conversations while the hemlock was taking effect, but most of his life he lived quietly with Xanthippe, taking a constitutional in the afternoon and perhaps meeting a few friends by the way. Immanuel Kant is said never to have been more than ten miles from Konigsberg in all his life. Charles Darwin, after going round the world, spent the whole of the rest of his life in his own house. Karl-Marx, after stirring up a few revolutions, decided to spend the remainder of his days in the British Museum. Altogether it will be found that a quiet life is characteristic of great men, and that their pleasures have not been of the sort that would look exciting to the outward eye.

The capacity to endure a more or less monotonous life is one which should be acquired in childhood. Modern parents do not realize the importance to a child of having one day like another, except, of course, for somewhat rare occasions. The pleasures of childhood should in the main be such as the child extracts from his environment by means of some effort and inventiveness. Pleasures which are exciting and at the same time involve no physical exertion, such, for example, as the theatre, should occur very rarely. A child develops best when, like a young plant, he is left undisturbed in the same soil. Too much travel, too great

a variety of impressions, are not good for the young and cause them as they grow up to become incapable of enduring fruitful monotony. A boy or young man who has some serious constructive purpose will endure voluntarily a great deal of boredom if he finds that it is necessary by the way. But constructive purposes do not easily form themselves in a boy's mind if he is living a life of distractions and dissipations, for in that case his thoughts will always be directed towards the next pleasure rather than the distant achievement. A generation that cannot endure boredom will be a generation of little men, of men unduly divorced from the slow processes of nature.

(i) How did life become dull with the coming of agriculture?

(ii) What, according to the passage, are the means man has used to get away from boredom?

(iii) Why would a modern publisher refuse to publish the Old Testament if it were submitted to him as a new manuscript?

(iv) What point does the author make by mentioning Socrates, Kant, Darwin and Marx together?

(v) How would a life of mere pleasure and excitement affect a young mind?

Kharagpur—I. I. T. 1985

ANSWERS

Q. 1. (i) imminent (ii) artiste (iii) complement (iv) tortuous (v) intuition (vi) responsive (vii) Barring (viii) facets (ix) recurrence (x) brutally (xi) deference (xii) cowardly (xiii) incarnate.

Q. 2. (i) has been (ii) would enjoy (iii) are (iv) had already been solved. (v) comes (vi) were eating (vii) will meet (viii) would have gone (ix) were quite pleased (x) was surprised (xi) had worked (xii) are being discussed.

Q. 3. Correction of Errors.

(i) You should know that I insulted neither him nor anyone else that came with him.

(ii) delete *rather*.

(iii) It is a wife that he is looking for.

(iv) delete *up*.

(v) Some of the books that, it seems, you have read, have already become best-sellers

(vi) replace *by* by *to*.

(vii) Would you bring for me, now that you are going to market, two or three bananas?

(viii) replace *from* by *of*.

(ix) I don't care whether your car breaks down or not.

(x) Replace *help* by *helping*.

Q. 4. (i) She demanded of him why he did not work hard enough for her.

(ii) The Holy celebrations should not be made an excuse for rowdy behaviour by people.

(iii) Few leaders of our time are so good as Surya.

(iv) This grammar is too difficult to be understood by us.

(v) Shyam exclaimed in joy that it was a marvellous dinner.

(vi) He died rich.

(vii) Rajib makes his company funny.

(viii) She has been tremendously helpful to all her pupils. Hasn't she?

(ix) Hardly had I understood the problem when he hustled me into giving my views.

(x) The committee is divided on this issue.

Q. 5. Every experience in life...centres. One part of the problem...impressions. The other part...intact. Memory can...intelligence. Moreover, the methods...commonsense.

ENGLISH COMPOSITION AND PRECIS WRITING

Time—3 Hours

Full Marks—100

Answer ALL questions.

The figures in the margin indicate marks for each question.

1. Rewrite the following as directed : 10
 - (a) He had to call a meeting. (*Make it a Negative sentence without changing the meaning*)
 - (b) One must abide by all the rules. (*Turn it into the Passive voice*)
 - (c) Neither his father nor his mother—alive. (*Supply the Verb*)
 - (d) Why waste time in reading trash? (*Change into Assertive sentence*)
 - (e) When the spring advances, the swallows appear. (*Change the Subordinate clause into an Absolute phrase*)
 - (f) Solitude does not have any charm. (*Turn into an Exclamatory sentence*)
 - (g) In this respect women are less criticised than men. (*Use the Positive degree*)
 - (h) His mistake was evident, but his sincerity was also obvious. (*Replace "evident" and "obvious" by their Adverb forms*)
 - (i) His decision was momentous. (*Use the Noun form of "momentous"*)
 - (j) As soon as he reached the spot, he heard the tiger growl. (*Replace "as soon as" by "scarcely"*)
2. (a) Make significant sentences with the following : 5
 - (i) to turn over a new leaf
 - (ii) between scylla and charybdis
 - (iii) to set the Thames on fire
 - (iv) to fall foul of
 - (v) rule of thumb.

(b) Correct the following : 5

(i) He went on the last but one day of the month. 5

(ii) I cannot help but think that you are wrong.

(iii) Between you and I, he is wrong.

(iv) She did not ask any question to him.

(v) Supposing if he fails, what will he do ?

3. (a) Change the following from direct to indirect narration :

"Mark, check that car," the Corporal ordered.

"Good morning, Sir," I said politely as instructed.

"Licence please. What is the registration of this vehicle ?"

(b) Punctuate the following using capitals where necessary : 3

into a dark leafy corner of islington behind a disused hospital i sneaked furtively

4. Substitute a single word for the following : 5

(a) Who thinks he knows everything

(b) One who collects stamps

(c) Something serving as a reminder

(d) Deleberate destruction of a racial or political group

(e) Doctrine that there is only one God

5. (a) Make sentences so as to bring out the distinctions in meaning with the following pair of words : 5

(i) complement, compliment

(ii) litre, litter

(iii) official, officious

(iv) troop, troupe

(v) descent, dissent.

(b) Make sentences so as to bring out the meaning with the following pair of words :

(i) suit, suite

(ii) canvas, canvass

(iii) medal, meddle

(iv) fain, feign.

6. Use the following words in sentences of your own as parts of speech mentioned within brackets : 6

(a) since (*as preposition and adverb*)

(b) but (*as adverb and preposition*)

(c) fast (*as adverb and adjective*).

7. Make a precis of the following passage in about one-third of its length, and suggest a suitable title for it : 15

I believe that only one person in a thousand knows the trick of really living in the present. Most of us spend 59 minutes an hour living in the past, with regret for lost joys, or shame for things badly done (both utterly useless and weakening) – or in a future which we either long for or dread. Yet the past is gone beyond repair, and every minute you spend in the vain effort to anticipate the future is a moment lost. There is only one world, the world pressing against you at this minute. There is only one minute in which you are alive, this *miracle*—here and now. The only way to live is by accepting every minute as an unrepeatable miracle. Which is exactly what it is—a miracle and unrepeatable.

8. Write a letter to your friend about your reactions on the performance of the Bengal Soccer team in the Santosh trophy tournament 1985. (Do not write your name ; Sign as XYZ) 10

9. (a) Develop the idea contained in the following sentence (Do not write more than 100 words) : 7

An injury is much sooner forgotten than an insult.

(b) Write a report on the following not exceeding 100 words : 7

The proceedings of a student seminar on the desirability or otherwise of learning English from a very early stage of life.

10. Write an essay on the following topic :

“If you like to have peace, prepare for war.” 15

Joint Entrance Examination—1985

ANSWERS

Q.1 (a) He could not but call a meeting.

Or,

He had no other alternative than to call a meeting.

(b) All the rules must be abided by one.

(c) Neither his father nor his mother is alive.

(d) Time should not be wasted in reading trash.

(e) The swallows appear at the advent of spring.

(f) Oh Solitude ! You have no charm.

(g) In this respect women are praised more than men.

(h) He was *evidently* mistaken but he was also *obviously* sincere.

(i) His decision was of the *moment*.

(j) Scarcely had he reached the spot when he heard the tiger growl.

Q. 2. (i) He *turned over a new leaf* (full change) of his life after getting the employment.

(ii) He found himself between *scylla and charybdis* (between two fires) considering the behaviour of his friends and foes.

(iii) Your absence from the meeting will not *set the Thames on fire* (will not work wonders).

(iv) The ruling party *fell foul of* (attacked) the opposition.

(v) From experience he has realised that in such cases it is better to follow the *rule of the thumb* (Rough and ready method).

(b) Correction

(i) He went on the last day of the month but one.

(ii) I cannot help thinking that you are wrong.

(iii) Between you and me, he is wrong.

(iv) She did not ask any question of him.

(v) Supposing he fails, what will he do ?

or, If he fails, what will he do ?

Q. 3. (a) The Corporal ordered me to mark the car and check it.

As instructed, I greeted him politely.

He further asked me to show the licence and enquired of the registration number of that vehicle.

(b) Into a dark, leafy corner of Islington, behind a disused hospital, I sneaked furtively.

Q. 4. (a) Omniscient (b) Philatelsit (c) Memorandum
(d) Genocide (e) Monotheism.

Q. 5. (a) —Make sentences.

(i) *Complement*—The sentence has a *complement* to make it meaningful.

Or,

The Army was present there with full *complement*.

Compliment—Sm. Indira Gandhi paid rich *compliment* to Netaji in her speech.

(ii) *Litre*—One *litre* of kerosene now costs more.

Litter—The tigress has given birth to five cubs at a *litter*.

Or,

The battle field is *littered* with dead bodies.

(iii) *Official*—It will take time to get the *official* reply.

Officious—He is an *officious* fellow and meddles much in others' business.

(iv) *Troop*—The *troop* requires a good provision to fight.

Troupe—In this particular film the entire *troupe* of artists appeared.

(v) *Descent*—*Descent* from the mountain is easier than the ascent.

Or,

He has a noble *descent* (birth).

Dissent—The motion was passed without a voice of *dissent*.

(b) Make sentences with

(i) *Suit*—The law suit was decreed in his favour.

Or, He wears a costly suit.

Suite—He lives in a luxury suite.

(ii) *Canvas*—The novel has broad canvas.

Canvass—The canvassing for the candidate in the election has not yet picked up.

(iii) *Medal*—He won a medal for his performance in the game.

Meddle It is his habit to meddle in others' affairs.

(iv) *Fain*—I would fain (gladly) hear music.

Feign—He feigned (pretended) not to know it.

Q. 6. Since (prep.) It has been raining since Monday.

Or, I have not seen him since three days.

(adv.) He has been serving the institution since long.

But (adv.) He is all but dead.

(prep.) All but you were present there.

Fast (adv.) He runs fast

(adj) He is my fast friend

Q 7. *Precis*

Living in the present

Few people know the secret of living in the present moment. Most of them waste time by looking before and after, in repenting over past losses and anticipating for the future. The best course is to accept the present moment, that will not be repeated.

— — —

H.S. ENGLISH Second Paper—1985

Time : 3 Hours

Full Marks : 90

1. xxx xxx xxx
2. Write an essay on *one* of the following topics : 18
 - (a) Environmental Pollution. (b) National Integration.
 - (c) The right use of books. (d) Some Important Festivals of West Bengal.
3. Write a substance of *one* of the following passages : 12
 - a) To be properly enjoyed, a walking tour should be gone upon alone. If you go in a company, or even in pairs, it is

no longer a walking tour in anything but name ; it is something else and more in the nature of a picnic. A walking tour should be gone alone, because freedom is of the essence ; because you should be able to stop and go on, and follow this way or that as the freak takes you ; and because you must have your own pace, and not trot alongside a championed walker. And then you must be open to all impressions and let your thoughts take colour from what you see. You should be as a pipe for any wind to play upon.

b) Nowadays people keep their most precious possessions in steel safes or leave them for safety in stony rooms or in their banks. In the old days before banks and stony rooms came into existence, people who wanted to keep safe anything they treasured, dug up the ground when nobody was looking and buried the stuff. When they needed it again, they dug it out. As in many other ways, man was here, perhaps without knowing it, only imitating Nature. For long before man emerged, Nature had hidden underground the most precious of her products. Thousands of years later, when man was groping in the darkness of his own ignorance, he stumbled now here, now there, upon these hidden treasures. The things he discovered are called minerals and their beds which lie below the surface are called mines.

4. a) Write a letter to your friend explaining why you cannot go with him to attend a cultural programme at a place far off from your house. 12

Or, b) Write a letter to your cousin on the eve of your going abroad to study.

Or, c) Write a letter to the editor of a newspaper complaining about the constant use of microphone in your locality.

5. (a) Rewrite two of the following as directed :

i) Take another Proverb. (Change the voice)

ii) He bore it with the patience of a dog.

(Use adverbial form of 'patience')

iii) It may be a good essay but will certainly be a bad letter. (Turn into a complex sentence)

(b) Put the following into indirect speech : 5

Sergeant : Stop that, that's no song to be singing in these times.

Man : Ah, Sergeant, I was only singing to keep my heart up. It sinks when I think of him ..

(c) Supply a single word for four of the following groups : 4

i) Eater of human flesh. ii) Fastest gait of a horse. iii) No longer in use. iv) One who does not believe in the existence of God. v) Continuous discharge of firearms. vi) Residence of monks. vii) A head of a family.

(d) Give the opposites of four of the following words : 2

stupid ; accept ; coarse ; waver ; asleep ; ignorance ; victory.

e) Make sentences with *four* of the following : 6
laugh at ; go through ; get along ; stand by ; call at ; grow apace ; pass by.

f) Correct any errors of arrangement of words in *two* of the following sentences : 3

i) Why one should look out at the fresh horde coming in now ?

ii) Salvatore would dip them in the water standing on a rock.

iii) Both women and men were tall and strong in frame.

iv) Keats expresses very well in one of those long letters ideas.

g) Correct the spelling errors in *four* of the following words : 2

paralises ; advant ; valient ; balad ; atmosfere ; occational.

h) Punctuate the following passage : 5
your grandson said the vendor yes said the old man the son of my only son both my son and his wife were drowned as they worked on our land when the dikes broke.



PROF ALAK GHOSH (C.U.) & DR. B. K. FAL
Essentials of H. S. Economics

উচ্চ মাধ্যমিক

শিক্ষা সংসদের অনুমোদিত পাঠ্যক্রম অনুযায়ী লিখিত
একাদশ ও দ্বাদশ শ্রেণীর জন্য

- ১। উচ্চ মাধ্যমিক পদার্থবিজ্ঞান— অধ্যাপক প্রদীপ চক্রবর্তী
অধ্যাপক সজল গঙ্গোপাধ্যায়
- ২। উচ্চ মাধ্যমিক জীববিজ্ঞান—
অধ্যাপক বরুণ কুমার চট্টোপাধ্যায়
সমর ঘোষ
- ৩। উচ্চ মাধ্যমিক রাষ্ট্রবিজ্ঞান—
অধ্যাপক লীলাময় মুখোপাধ্যায়
অধ্যাপক উৎপলেন্দু সরকার
- ৪। মধ্যযুগের বাংলা সাহিত্য— অধ্যাপক ভোলানাথ ঘোষ
- ৫। দেবী চৌধুরাণী—মূলগ্রন্থ—আলোচনাসহ
- ৬। Higher Secondary English Second Paper—
T. N. De & S. Banerjee